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ABSTRACT

Contained in this series of reports are the procedures, research data, and background information pertaining to the Needs Assessment Phase as conducted by the English Program Planning Committee from September 1972 to the present. The series presents all aspects of the Intermediate English Evaluation Project, which is an overall evaluation of student attitude and skill achievement in various areas of English Language Arts in London, Ontario. The reports deal with the background and plan for the project; project objectives; surveys of student and teacher attitudes; community attitudes; student achievement; student attitudes and achievement in reading and writing, listening, speaking, and verbal creativity; and an overview of the program. (LL)

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English E.R.A.S. (Educational Resources Allocation System)
A Series of Reports Outlining the Planning Phase,
Intermediate Division

ED 095975

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Conducted and Presented by:
THE ENGLISH PROGRAM PLANNING COMMITTEE

London Board of Education
November 1974

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Many others in committee work, have given time, talent and effort to the project and their contributions are gratefully acknowledged.

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Also to the home-room teachers, vice-principals, and principals who participated in the administration of surveys, to the teachers who assisted in the testing program, and to the teachers of Intermediate Division students who responded to the Objective Rating Survey and the Teacher Questionnaire--a sincere thank you.

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2. Dickie, L. & Rice, E. T. *Intermediate English Evaluation Project: Stating the Objectives.* Board of Education, London, Ontario, 1973 (mimeo).

3. Stennett, R. G., Dickie, L., Rice, E. T., Clift, G. & Waite, N. *Intermediate English Evaluation Project: Student Attitudes.* Board of Education, London, Ontario, 1973 (mimeo).

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5. Males, S., Dickie, L., Rice, E. & Stennett, R. G. *Intermediate English Evaluation Project: Community Attitudes.* Board of Education, London, Ontario, 1973 (mimeo).

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13. Latimer, R. D. *An Overview of the English Language Arts Programs - Intermediate Division, City of London Schools.* Ministry of Education, Ontario, 1973 (mimeo).

BACKGROUND AND PLAN FOR THE INTERMEDIATE ENGLISH EVALUATION PROJECT

Lorne Dickie, English Consultant

Purpose

This series of reports contains the procedures, research data and background information pertaining to the Needs Assessment Phase as conducted by the English Program Planning Committee from September, 1972 to the present. It presents in detail all aspects of the study which is an overall evaluation of student attitude and skill achievement in many areas of English Language Arts.

These reports contain an enormous amount of data which are not ends in themselves but should be considered as valuable documents for curriculum decision-making. It is hoped that anyone vitally interested in curriculum design will study these documents as a means to that end.

The reader is cautioned to bear in mind that each report is but one part of an integrated study and any inferences made on the findings of one report are subject to modification and qualification by findings in another.

Background

The source of the current study in English can be traced to June, 1972. At that time, the Superintendent of Curriculum suggested that the emphasis in the Curriculum Department might be shifted from some other areas to English. The English Consultant then met with Research and Measurement personnel to consider possible methods of approaching the project, which would involve considerable study. In order to develop a Master Plan, the Consultant outlined the following "Points of Concern" in July, 1972:

1. There are divergent philosophies of English held by teachers, consultants, principals, superintendents and department heads. These different philosophies are manifested in teaching practices and in courses of study.

2. There is an apparent lack of any concentrated coordination regarding the teaching of reading (other than remedial). The teaching of reading is often neglected in grades four to thirteen. Most current thinking suggests that the teaching of reading should be integrated with the English Language Arts Program.

3. There is a questionable commitment on the part of some educators toward English. Many teachers and principals claim that English is the most important subject but often practices seem to indicate that this is not the case.

4. There is a possible negative attitude on the part of students toward English. What do students really feel about the subject? What should an English course do and be? Basically what are the aims and objectives of English?

5. The public should participate more in determining an English program. What does the community expect from a student's English experiences in the school system?

6. There is a lack of coordination of supervisory English personnel. At present there are an English consultant, junior consultants, primary consultants, reading consultants, and a drama consultant all involved in the general field of English Language Arts. Any coordination, however, is due primarily to the efforts of those individuals in meeting with each other in order to clarify their work and their long-term plans.

7. The level of general English proficiency is an unknown quantity. Are parents, educators, the community, and students pleased with the general level of achievement and attitude in the areas of reading, writing, listening, and speaking?

8. There is a lack of meaningful communication among English teachers at all levels of the school system.

9. Because English is not considered a "speciality subject" in the elementary level, it perhaps does not receive the emphasis that it should. The validity of the assumption that all teachers are capable of teaching and want to teach English is open to question.

10. There is a lack of integration of the subject. Language, literature, composition, and spelling are often presented as ends in themselves bearing no relationship to one another and having no substantial integration with other subject areas.

In September, 1972, the Educational Resources Allocation System Task Force of the Ministry of Education asked if it might monitor the English Department's efforts since it was in its initial stages. The English Program Planning Committee, often referred to as the E.R.A.S. English Committee, was formed at that time. The procedures and guidelines which were adopted to govern the operation of the Committee are as follows:

1. The English Program Planning Committee shall be a continuing Committee which will work under the general direction of the English Consultant.

2. The Central Committee shall be made up of the English Consultant, a staff member of the Measurement and Evaluation Department, a superintendent in the Curriculum Department, a secondary school English teacher and an elementary school teacher of English.

The Committee may add members as it sees fit and may form sub-committees from time to time as they are required. It is hoped that trustees, qualified laymen, administrators, parents and students will be involved in the continuing development and evaluation of the English Curriculum.

3. The immediate function of the Committee is to organize for the development of a curriculum that is sequential, cumulative and integrated and that makes provision for students with different levels of academic ability. This plan will be instituted over a period of time.

4. Members of the E.R.A.S. Task Force and other interested parties shall be free to audit the workings of any or all committees, subject only to the approval of the Central Committee.

5. Other procedures may be articulated from time to time by the Central Committee.

The Committee spent most of the Fall of 1972 studying the E.R.A.S. philosophy, guidelines and specifications. Meetings with E.R.A.S. officials, reading current materials, and planning for the needs assessment project occupied a considerable amount of the Committee's time in the initial stages. Beginning in early Winter 1972 and through Winter 1974 the Committee conducted a series of activities regarding curriculum needs assessment of the Intermediate Division.

E.R.A.S. Task Force

E.R.A.S. is the acronym for Educational Resources Allocation System. The Task Force, which can trace its beginnings to November, 1971, has as its chief goal "To assist those involved in operating and administering schools to achieve more effective management of resources in light of their immediate and long-term objectives." The aim of the Task Force is not to impose additional cost controls on school boards but rather to assist them so that the greatest benefit might be achieved for every dollar spent in education. Considerable concern has been voiced in some quarters that E.R.A.S. would impose a behavioural objectives system, a cost accounting system, or a planned program budgeting system upon board jurisdictions. The Central Committee itself had certain reservations in this area at the outset; however, these were overcome as its activities progressed according to modified E.R.A.S. specifications. The Task Force has divided the components of a resource allocation system into three major phases. The first phase is the planning phase and consists of assessing needs and establishing goals and objectives. The programming phase assigns itself to structuring program and defining alternatives. The third phase is the evaluation phase which determines the value of all aspects of the system including goals, objectives, program and alternatives.

The Planning Committee in its activities to date has been concerned with phase one, that is assessing the needs and establishing goals and objectives. In this phase the planners must be sensitive to the current needs of pupils and to the needs of the time. In addition, educators require some analysis of the projected nature of society and the individual. Public involvement becomes an integral part of the planning phase. In establishing objectives it is assumed that the system's goals will provide a general direction for all the activities within that system. In order to provide a basis for making program decisions, implementing plans, and evaluating results, program objectives must be formulated and student performance must be evaluated in light of the objectives.

During the Committee's involvement with the Task Force, the Task Force has been most helpful in giving advice and at no time has imposed its specifications upon the Committee. The Task Force which, at regular intervals, publishes newsletters, pamphlets, guidelines, etc., has been very willing to accept recommendations from the Committee's work. (Further detailed information on the E.R.A.S. Task Force may be obtained by contacting the Curriculum Department.)

Planning the Study

A flow chart, indicating the general direction that the Committee determined for itself while conducting the Planning Phase of the study, is presented in Figure 1.

Using as a philosophical base Ministry guidelines and the London Board's basic philosophy, the Committee considered current literature and other published material from various sources. The topics of behaviourism and accountability as they related to program development were the critical issues faced by the Committee.

Eight teachers of English were added to the Central Committee to form the Objectives Writing Committee. This Committee also debated the accountability issues, and agreed that objectives which would apply to the whole system rather than grade objectives would be established. It conducted a series of meetings in which the objectives were written, revised, and edited. In addition to the basic areas of reading, writing, listening, and speaking, as established by the National Council of Teachers of English, the areas of general and thinking objectives were added. Within each area except "general" both attitude objectives and skill objectives were formulated. A total of fifty-four objectives was prepared for teachers to rate. A rating sheet, on which teachers indicated the importance of each objective and the extent to which each was being met in their school, was distributed to approximately fifteen percent of teachers of English in the Intermediate Division. It was intended that this would provide a consensus regarding the priority of objectives and a rough measure of any discrepancies between desired and actual performance. The results for this exercise are reported in detail in the paper entitled "Stating the Objectives".

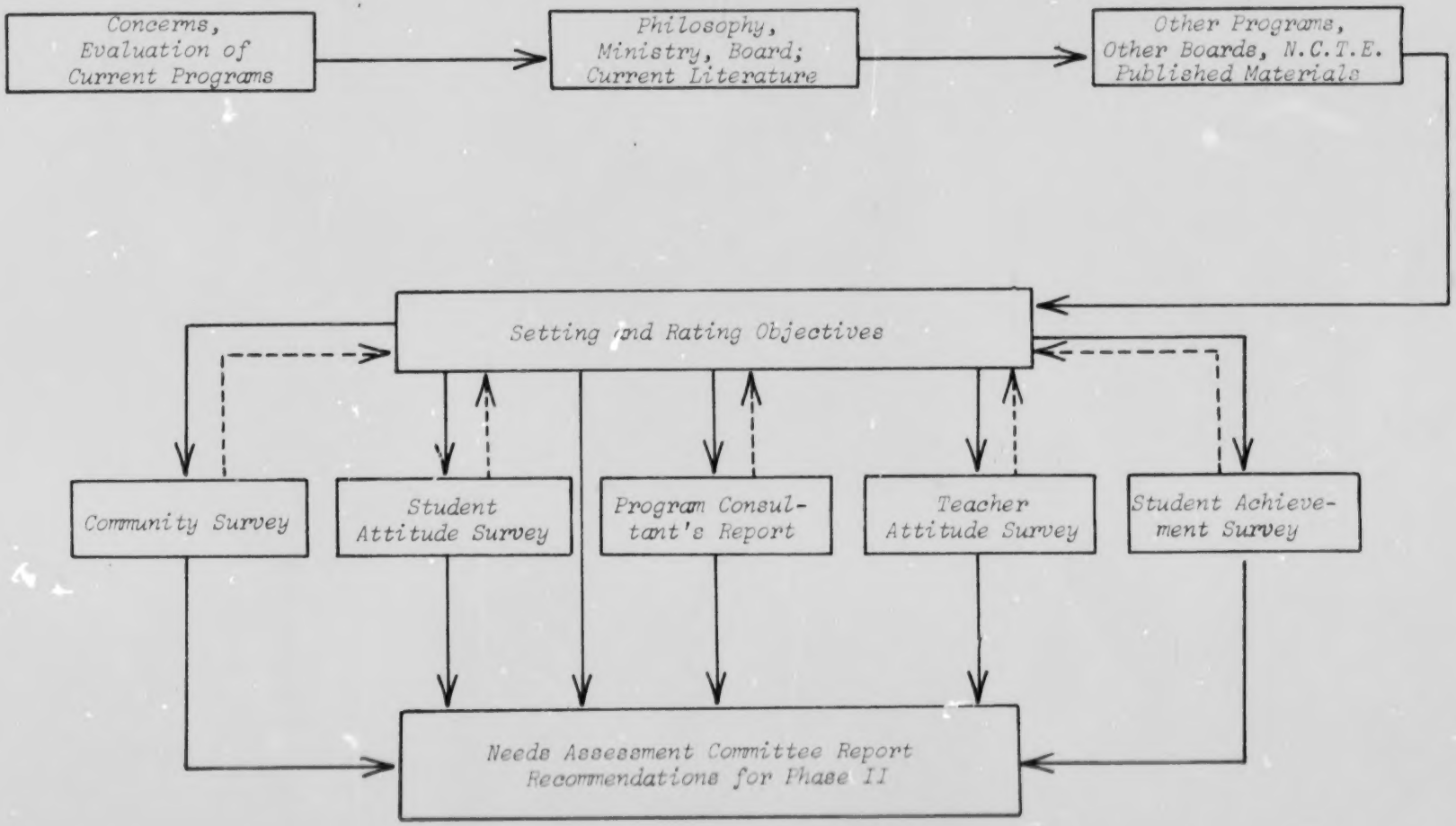
Concerns, Evaluation of Current Programs
Philosophy, Ministry, Board; Current Literature
Other Programs, Other Boards, N.C.T.E. Published Materials
Setting and Rating Objectives
Community Survey
Student Attitude Survey
Program Consultant's Report
Teacher Attitude Survey
Student Achievement Survey
Needs Assessment Committee Report Recommendations for Phase II

FIGURE 1 FLOW CHART OF PHASE ONE (PLANNING) OF THE INTERMEDIATE ENGLISH EVALUATION PROJECT.

The community survey was conducted to determine concerns about the English program and its graduates from citizens, parents, and employers. The citizen part of the survey inquired about respondents' reading attitudes and habits, letter writing characteristics, and opinions regarding the usefulness of their experience in school English courses. The parent survey sought opinions on the proper focus of an English program, the strengths and weaknesses of the English program, and reading habits of their children. The employer inquiry centered upon three areas: an employer's requirements of language proficiency for job applicants (including the administration of tests), employer's opinions about the importance of communication skills in on-the-job situations, and employer's opinions of the general communication capabilities of those secondary students applying for jobs.

Personnel in local business, industry, and institutions participated in the project. Their responses were recorded and tabulated and presented in the "Community Survey" paper. The function of this paper is not to present hard, factual, irrefutable data but rather to identify the concerns and opinions of three different segments of the community.

The "Student Attitude Survey" was designed by the Central Committee and edited and approved by a group of elementary school principals. A ten percent sample of the student population was selected at random and asked to respond to items regarding the usefulness, relevance, enjoyment, and difficulty of many aspects of the English program. Students also had the opportunity to express their opinions about time spent on various aspects of the English program, the materials used, and to respond to an open-ended question regarding the English program. Since a guarantee of complete anonymity was required at this time, students, teachers, classes, and schools were not identified and the forty-minute survey was administered through the office of the principal at all schools.

Mr. R. D. Latimer, Program Consultant - English, Ministry of Education, visited four secondary schools and eight elementary schools in January, 1973. His purpose was to evaluate, through classroom observation and discussions with teachers, the extent to which objectives in English were being achieved and, at the same time, to assess the general strengths and weaknesses of the total English program in the Intermediate Division. He entitled his report "Overview - Language Arts Program".

In November, 1973, a committee of five teachers, chaired by Mr. Norm Waite, designed a teacher questionnaire. In addition to demographic information and academic qualifications, the survey invited responses in the areas of professional reading and membership in professional organizations. The adequacy of different aspects of the English program, confidence in ability to teach English, and the imporance and relevance of English were some of the issues the survey considered. Teachers, responding to an open-ended question, gave their opinions of the strengths and weaknesses of the English program.

The "Student Achievement Survey" was the most ambitious undertaking of the Planning Phase. Although it would have been desirable to test all the objectives, available resources restricted the Committee to testing a few basic objectives in each of the four major areas. A random sampling of classes at each grade level produced approximately six hundred students for testing purposes. Each student gave background data, responded to a brief attitude questionnaire, and completed a vocabulary test - the last test to be used as a check on the matching of sub-samples.

Classes from grades 7-10 selected randomly from a system-wide population were assigned, again at random, by grade to five subsamples each of which received a different battery of tests. Each battery sub-group contained approximately 120 students at each grade level.

The students of battery group one were given the Knowledge and Use of Reference Materials subtest of the Canadian Tests of Basic Skills. The second battery group completed two sections of the Torrance Test of Creative Thinking - "Asking" and "Unusual Uses" - and a S.T.E.P.[1] reading test.

Battery group three completed a S.T.E.P. Listening Test while battery group four completed the Canadian Test of Basic Skills, Form 2, Language Usage subtest.

The fifth battery group was involved in four tests: a writing assignment which consisted of writing a business letter according to instructions given, completing a liking and difficulty questionnaire, responding to the Gilmore Oral Reading Test and taking part in a committee-designed oral communications test.

Six teachers required three full weeks to administer the tests. Many of the tests had to be hand scored, some according to Committee-designed criteria, a task which required two scorers six weeks to complete.

The Needs Assessment Committee will have as its main function the formulation of recommendations for future curriculum design. It will consider not only the data produced by the various studies and surveys, but also reactions of any concerned individuals. The English Project will then move into Phase II of the E.R.A.S. design, "Programming."

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[1] Sequential Tests of Educational Progress

INTERMEDIATE ENGLISH EVALUATION PROJECT PUBLICATIONS

Dickie, L. *Background and Plan for the Intermediate English Evaluation Project.* Board of Education, London, Ontario, 1974 (mimeo).

Dickie, L. & Rice, E. T. *Intermediate English Evaluation Project: Stating the Objectives.* Board of Education, London, Ontario, 1973 (mimeo).

Stennett, R. G., Dickie, L., Rice, E. T., Clift, G. & Waite, N. *Intermediate English Evaluation Project: Student Attitudes.* Board of Education, London, Ontario, 1973 (mimeo).

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INTERMEDIATE ENGLISH EVALUATION PROJECT: STATING THE OBJECTIVES

L. Dickie & E. T. Rice
Board of Education, London, Ontario

The purpose of this project was to develop an organized, detailed, and explicit statement of the objectives of the Intermediate English program in London. The need for such a statement became apparent when key personnel involved in the subject suggested:

(a) that faculty at different grade levels held divergent views on both the appropriate content and emphasis in an English program;

(b) that there was concern about student's proficiency in certain skill areas;

(c) that in the absence of local guidelines, different expectations and goals in English were held; and

(d) that there was a need for greater integration in all areas of the English Language Arts Program.

The Central Committee composed of the English consultant, an administrative representative from Curriculum and Planning, elementary and secondary teacher representatives, and a specialist from Measurement and Evaluation and Educational Research Services studied the E.R.A.S.[1] Initial Statement. Mindful of Ministry guidelines and the London Board's philosophy, the Committee determined to state its objectives at the system program level (Figure 1). These objectives would provide a general direction for all Intermediate Division English activities within the system but would allow individual schools and teachers to establish course objectives and lesson objectives.

METHOD

The basic task of classifying the objectives of the Intermediate English program was vested in an Objectives Writing Committee which consisted of the Central Committee, four elementary and four secondary teachers and a staff member from the English Department of Althouse College of Education. During the initial stages the Committee, which met for a total of twenty hours during November and December, 1972, discussed and debated the whole issue of objectives--behavioural and otherwise.

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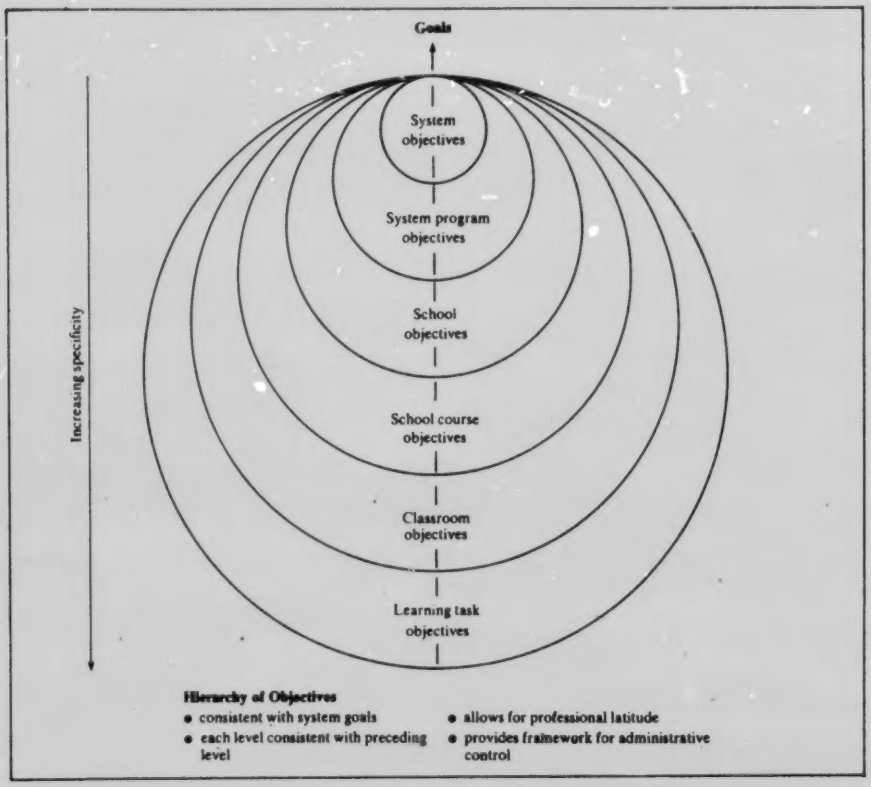
[1]E.R.A.S. - Educational Resources Allocation System.

FIGURE 1 Pattern for Development of System Goals and Objectives.



Working teams were formed and, using existing materials and/or their own expertise and initiative, they produced statements of objectives in the following areas: reading, writing, listening, speaking, thinking and general. The Committee prepared general, program-level statements rather than detailed goal statements appropriate for each of the four grade levels covered by the program. In addition the Committee tried to formulate the objectives in terms of expected learner performances in order to facilitate defining relevant assessment procedures. Within each of the six broad categories except 'general', objectives were divided into attitudinal and skill types.

The completed statements of objectives were distributed to different groups for editing and revision. The groups were then restructured and a third editing process conducted. A final meeting refined the objectives further and prepared them for the rating process.

Sixty-two other teachers were asked to rate each of the objectives in terms of its importance, the extent to which it was being met *now* and the need to determine whether or not it should be met. A specially-developed Objective Rating Chart (Appendix A), used to assist these teachers in making their ratings, provides a complete list of the 54 objectives developed by the original sub-committee. 'Importance' was rated on a 5-point, 'very important'-to-'unimportant' scale. Teachers indicated the extent to which an objective was currently, or should be, met using a simple, 'yes - uncertain - no' scale.

Thirty-two elementary and thirty secondary teachers completed the Rating Charts. The elementary panel was represented by two teachers from four representative schools of each of the four sectors. Two Intermediate teachers from each secondary school represented the secondary panel.

Data Analysis

The mean of the importance ratings given each objective was calculated, separately for each grade level, along with the percentage of teachers who indicated each objective *was* or *should* be met. To simplify presentation of the data, mean ratings were rounded to the nearest .5 and the objectives were grouped into five categories in terms of these mean ratings. Each objective in the first category of objectives, having the highest mean importance ratings, was given a rank of 1; each objective in the second group, with the next highest ratings, was given a rank of 2, and so on so that each objective in that one-fifth of the objectives with the lowest mean importance ratings was given a rank of 5.

For each objective a measure of 'need' was made by calculating the difference between the percentage of teachers indicating a goal *should* be met and the percentage who indicated it *was* being met.

The mean 'importance' rating for all objectives within each of the six major areas of the program was also calculated, separately by grade level, and the rank order of each determined.

RESULTS

The results of the computations described above are summarized in Tables 1 and 2. Table 1 gives, by grade level and for each of the 54 objectives: the mean 'importance' rating; the 'rank' or major category into which the objective falls, and the estimate of 'need' based on the descrepancy between the percentage of teachers who judge an objective *should be met* and the percentage who indicate it *is currently being met*. (This latter estimate has been simplified into a simple scale, as indicated in the footnote to Table 1.) Table 2 gives the mean 'importance' ratings and their corresponding rank orders, by grade, for groups of objectives which represent major areas of the English program.

TABLE 1 Mean importance rating, rank and 'need' for 54 objectives of the Intermediate English Program, separately by grade.

GRADE 7				GRADE 8				GRADE 9				GRADE 10			
Obj.No.	Rating*	Rank	Need Factor	Obj.No.	Rating	Rank	Need Factor	Obj.No.	Rating	Rank	Need Factor	Obj.No.	Rating	Rank	Need Factor
1	5	1		1	5	1	+	1	4.5	1	*	1	5	1	0
2	4	2	+	2	4	4	+	2	4	3	0	2	4	1	0
3	4	2	0	3	4	3	+	3	4	2	*	3	4	4	*
4	4	3	0	4	4	5	*	4	4	3	*	4	4	3	+
5	4	3	+	5	5	3	*	5	4	2	*	5	4	4	*
6	3.5	5	*	6	4	4	*	6	3	4	*	6	4	3	0
7	4	3	0	7	5	1	*	7	4	1	+	7	4	2	+
8	4	2	0	8	5	2	0	8	4	4	*	8	4		+
9	4.5	1	0	9	5	3	*	9	4	3	*	9	4	3	0
10	5	1	0	10	5	2	+	10	4	1	+	10	4	2	0
11	4	4	0	11	4	4	*	11	3	4	*	11	4	4	+
12	4.5	1	0	12	5	2	+	12	4	1	0	12	4	3	+
13	4	2	0	13	5	2	0	13	4	1	+	13	5	1	0
14	5	1	0	14	5	2	0	14	5	1	+	14	5	1	0
15	4	3	0	15	4	3	*	15	4	2	+	15	4	2	0
16	4	2	0	16	5	2	+	16	4	2	0	16	4	3	+
17	4	2	0	17	5	1	0	17	4	1	0	17	5	1	0
18	4	2	0	18	5	3	0	18	4	3	0	18	4	2	0
19	4	4	0	19	4	2	+	19	4	4	0	19	4	4	-
20	4	3	-	20	5	1	0	20	4	4	+	20	3	5	*
21	4	5	0	21	4	4	*	21	4	3	+	21	3.5	5	*
22	3	5	*	22	3	5	*	22	3	5	*	22	3	5	*
23	4	4	0	23	4	5	+	23	3	5	+	23	4	3	-
24	5	1	0	24	5	1	0	24	4	1	0	24	4	4	0
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31	4	5	+	31	4	4	*	31	3.5	4	0	31	4	4	0
32	4	5	-	32	4	3	0	32	4	4	+	32	4	4	0
33	4	5	*	33	4	5	*	33	3	5	+	33	3	5	0
34	4	4	0	34	4	5	+	34	3	5	0	34	4	4	+
35	4	4	-	35	4	4	0	35	4	4	0	35	3	5	-
36	4	3	+	36	5	1	0	36	4	3	+	36	5	1	0
37	4	5	0	37	4	4	0	37	3	5	0	37	4	4	0
38	4	2	-	38	5	1	0	38	4	2	0	38	5	1	0
39	4	4	0	39	4	4	+	39	4	4	+	39	4	3	+
40	4	3	0	40	4	4	0	40	4	3	+	40	4	2	*
41	4	1	-	41	5	1	0	41	4	2	+	41	4	1	*
42	4.5	1	0	42	4	4	*	42	4	2	*	42	5	1	*
43	4.5	1	-	43	5	1	0	43	4.5	1	+	43	4.5	1	0
44	4	1	0	44	5	2	*	44	4	4	+	44	4	4	0
45	3	5	0	45	4	5	+	45	3	5	*	45	3	5	0

TABLE 1 - Continued

GRADE 7				GRADE 8				GRADE 9				GRADE 10			
Obj.No.	Rating	Rank	Need Factor	Obj.No.	Rating	Rank	Need Factor	Obj.No.	Rating	Rank	Need Factor	Obj.No.	Rating	Rank	Need Factor
46	5	1	-	46	5	2	0	46	4	1	+	46	4	1	0
47	4	3	0	47	5	2	*	47	4	1	*	47	4	1	*
48	4	2	0	48	4	3	+	48	4	2	+	48	4	4	0
49	4	5	0	49	4	5	0	49	4	4	*	49	3	5	0
50	4	3	0	50	4	4	*	50	4	4	+	50	4	3	0
51	4	5	+	51	4	5	0	51	4	3	*	51	4	2	0
52	4	2	0	52	4	4	*	52	4	1	+	52	4	2	0
53	4	4	+	53	4	3	0	53	4	3	0	53	4	4	0
54	3	5	0	54	3	5	0	54	3	5	+	54	3	5	0

*KEY: Rating: 5 = Very important, critical or essential
4 = Above average importance
3 = Average importance
2 = Below average importance
1 = Unimportant, inappropriate, or irrelevant

Rank:
1. Highest rank (first 5th of ranked scores)
2. Higher rank (second 5th of ranked scores)
3. Middle rank (third 5th of ranked scores)
4. Lower rank (fourth 5th of ranked scores)
5. Lowest rank (fifth 5th of ranked scores)

Need Factor:

* Strong need to be taught more thoroughly and effectively (20% or more than 20% more of the raters indicated the objective *should* be met than indicated it was *now* being met).

\+ Some need for the objective to be taught more thoroughly and effectively. (10-20% more of the raters indicated the objective *should* be met than indicated it was *now* being met.)

0 Objective probably taught effectively enough now. (Difference in percent indicating *should* and *now* being met in the range of +9% to -9%.)

\- Objective not pertinent enough and should be taught less. (Difference in percent indicating *should* and *now* being met is $\geq$-10%.)

TABLE 2 Mean importance ratings and rank of means for broad categories of objectives, separately by grade

Objective Category	Rank	Rating Gr.7	Rank	Rating Gr.8	Rank	Rating Gr.9	Rank	Rating Gr.10
General Objectives	1	4.44	6	4.39	3	4.09	2	4.25
Thinking: Attitudes	9	3.89	9	4.31	4	3.96	5	4.07
Thinking: Skills	4	4.35	3	4.50	8	3.81	6	4.05
Reading: Attitudes	2	4.38	1	4.60	1	4.35	1	4.27
Reading: Skills	7	3.99	4	4.43	6	3.88	9	3.80
Writing: Attitudes	10	3.87	10	4.18	10	3.71	11	3.79
Writing: Skills	8	3.93	8	4.34	11	3.56	7	3.93
Listening: Attitudes	3	4.35	5	4.43	5	3.95	3	4.30
Listening: Skills	6	4.00	7	4.38	7	3.83	8	3.91
Speaking: Attitudes	5	4.30	2	4.56	2	4.16	4	4.15
Speaking: Skills	11	3.80	11	4.00	9	3.71	10	3.81

It is apparent from Table 1 that all of the objectives were considered to be of at least 'average importance' at all grade levels...no objective had a mean rating of less than 3.0. It is also clear that, while the relative importance attached to some objectives varies widely across grade level (e.g. objective 2), there is considerable consensus across grade levels about the importance of some objectives (e.g. objective 1).

There is apparently a wide variation across grade levels in the degree to which the objectives are being met. For example, in grade 7, the 'need' ratings reflect satisfaction with current performance in respect to 80% of the objectives whereas, in grade 9, only 28% are rated as being satisfactorily handled.

It is evident from the mean ratings given in Table 2 that all major areas of the English program are considered to be of above average importance. There seems to be most consensus across grades with respect to the relatively greater importance of attitudinal objectives in the areas of reading and speaking and relatively lesser importance of attitudinal-writing and speaking-skill objectives. There is a slight tendency for thinking skills to be regarded as relatively more important than thinking attitudes at the elementary level, with the reverse of this pattern at the secondary level.

SUMMARY

Different committees and groups of grade 7 to 10 teachers defined and rated 54 different Intermediate English program objectives, grouped into six broad areas. Although all of the objectives were rated as important, there was considerable variation across both grades and areas in the relative importance attached to them and the extent to which they were judged to be being met.

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*A complete list of all the publications arising out of the Intermediate English Evaluation Project is provided at the end of this paper.

APPENDIX A

ENGLISH LANGUAGE ARTS - OBJECTIVE RATING CHART - INTERMEDIATE DIVISION

School: _____ Grade: ____ Teacher: _____ Date: January 1973

RATING KEY *5 = Very important, critical, or essential 4 = Above average importance 3 = Average importance 2 = Below average importance 1 = Unimportant, inappropriate, or irrelevant	Rating *1-5	NOW: Does your school expect this objective to be met by students in this grade now?			SHOULD: the school see that this objective is being met?		
		Yes	No	Not Certain	Yes	No	Not Certain
GENERAL OBJECTIVES: 1. To provide language experiences that enable and encourage one to know himself and his relationship to his environment - that is that each child may become more aware of who he is, what he is, and what he may become - what it is, in fact, to be a full human being.							
2. To encourage the student to be a better working and playing member of society through interaction with others in an integrated English Language Arts program of listening, speaking, writing and dramatizing.							
3. To provide an environment that produces in the child a 'happy feeling' for, and an appreciation of language in *all* its dimensions in both print and nonprint forms.							
4. To provide a richness of language experiences which have as their base the "old verities and truths of the heart" - thus to widen the student's view of life in general.							

ENGLISH LANGUAGE ARTS - OBJECTIVE RATING CHART - INTERMEDIATE DIVISION

School: _____ Grade: _____ Teacher: _____ Date: January 1973

RATING KEY *5 = Very important, critical, or essential 4 = Above average importance 3 = Average importance 2 = Below average importance 1 = Unimportant, inappropriate, or irrelevant	Rating *1-5	NOW: Does your school expect this objective to be met by students in this grade now?			SHOULD: the school see that this objective is being met?		
		Yes	No	Not Certain	Yes	No	Not Certain
THINKING OBJECTIVES: ATTITUDES 5. To come to understand that thinking in all its forms - logical, enquiry, critical, and creative - is dependent on language.							
6. To accept the importance of the reality of intuition, the flash of insight, "the willing suspension of disbelief" - that is the willingness to move into the context of the author's world.							
7. To understand that communicating is a three-fold transaction involving sender, message and receiver; that the greater care and attention one gives to all three of these, the better one's chances for successful communication.							

ENGLISH LANGUAGE ARTS - OBJECTIVE RATING CHART - INTERMEDIATE DIVISION

School: _____ Grade: ____ Teacher: _____ Date: January 1973

RATING KEY *5 = Very important, critical, or essential 4 = Above average importance 3 = Average importance 2 = Below average importance 1 = Unimportant, inappropriate, or irrelevant	Rating *1-5	NOW: Does your school expect this objective to be met by students in this grade now?			SHOULD: the school see that this objective is being met?		
		Yes	No	Not Certain	Yes	No	Not Certain
THINKING OBJECTIVES: SKILLS 8. To think imaginatively; that is hypothetically, creatively and in an open-ended manner.							
9. To understand the difference between a statement of fact and a statement of opinion in all language forms; that is, to distinguish between a statement that can be operationally validated or invalidated from one that cannot.							
10. To think logically, avoiding the pitfalls of fallacious reasoning.							
11. To gain competence in recognizing and distinguishing the effectiveness of many forms of language expression - that is to distinguish the profound from the superficial, the excellent from the mediocre, the authentic from the sham, etc.							

ENGLISH LANGUAGE ARTS - OBJECTIVE RATING CHART - INTERMEDIATE DIVISION

School: _____ Grade: ____ Teacher: _____ Date: January 1973

RATING KEY *5 = Very important, critical, or essential 4 = Above average importance 3 = Average importance 2 = Below average importance 1 = Unimportant, inappropriate, or irrelevant	Rating *1-5	NOW: Does your school expect this objective to be met by students in this grade now?			SHOULD: the school see that this objective is being met?		
		Yes	No	Not Certain	Yes	No	Not Certain
READING OBJECTIVES: ATTITUDES 12. To develop orientation towards a wide variety of printed material: newspapers, magazines, novels, etc.							
13. To develop the motivation to seek knowledge and information from a printed source.							
14. To desire to read for enjoyment.							
15. To gain pleasure from a response to the many forms of literature.							
16. To gain understanding about one's self and others from reading widely, selectively, and critically.							

ENGLISH LANGUAGE ARTS - OBJECTIVE RATING CHART - INTERMEDIATE DIVISION

School: _____ Grade: ____ Teacher: _____ Date: January 1973

RATING KEY *5 = Very important, critical, or essential 4 = Above average importance 3 = Average importance 2 = Below average importance 1 = Unimportant, inappropriate, or irrelevant	Rating *1-5	NOW: Does your school expect this objective to be met by students in this grade now?			SHOULD: the school see that this objective is being met?		
		Yes	No	Not Certain	Yes	No	Not Certain
READING OBJECTIVES: SKILLS 17. To become competent in acquiring a level of vocabulary which fulfills the needs of the student.							
18. To acquire the ability to understand the literal meaning; to follow the line of reasoning and to make valid inferences.							
19. To be familiar with the various genres (poetry, novel, drama, short story, essay) and modes of discourse (narration, description, exposition).							
20. To develop research skills including skim reading, uses of tables of contents, indexes, headings, dictionary and library skills, etc.							
21. To increase reading speed and efficiency.							
22. To read orally with expression, rhythm, clarity and proper intonation.							
23. To recognize and be aware of different levels of meanings beyond the literal.							
24. To be able to follow written instructions.							

ENGLISH LANGUAGE ARTS - OBJECTIVE RATING CHART - INTERMEDIATE DIVISION

School: _____ Grade: ____ Teacher: _____ Date: January 1973

RATING KEY *5 = Very important, critical, or essential 4 = Above average importance 3 = Average importance 2 = Below average importance 1 = Unimportant, inappropriate, or irrelevant	Rating *1-5	NOW: Does your school expect this objective to be met by students in this grade now?			SHOULD: the school see that this objective is being met?		
		Yes	No	Not Certain	Yes	No	Not Certain
WRITING OBJECTIVES: ATTITUDES							
25. To understand that observation, experience, and reading provide suitable subjects for writing.							
26. To understand that through reading and viewing one can find suitable forms for written expression.							
27. To enjoy writing.							
28. To understand that words are not things, that words are symbols abstracted from - or standing for - things; and they are often not shared in common by sender and receiver. Therefore a writer cannot afford to take too much for granted - he must write not only to be understood but also to avoid being misunderstood.							
29. To constantly work toward the imaginative and away from the hackneyed; toward the original, and away from the derivative.							
30. To develop a willingness to share written thoughts with others.							
31. To accept and prefer the conventions of usage, spelling, sentence structure, punctuation, paragraphing and essay writing but to be able to violate these conventions appropriately.							
32. To be willing to try various types of imaginative writing: poem, stories, plays and personal essays.							

ENGLISH LANGUAGE ARTS - OBJECTIVE RATING CHART - INTERMEDIATE DIVISION

School: _____ Grade: ____ Teacher: _____ Date: January 1973

RATING KEY *5 = Very important, critical, or essential 4 = Above average importance 3 = Average importance 2 = Below average importance 1 = Unimportant, inappropriate, or irrelevant	Rating *1-5	NOW: Does your school expect this objective to be met by students in this grade now?			SHOULD: the school see that this objective is being met?		
		Yes	No	Not Certain	Yes	No	Not Certain
WRITING OBJECTIVES: SKILLS 33. To infer principles of writing from reading widely.							
34. To know how to use one's own imagination and experience as primary resources in one's writing but to know also how to stimulate these resources with controlled observation - i.e., observation with a purpose.							
35. To develop skill in writing exposition, narrative, description and argument.							
36. To develop the skill of collecting, organizing and presenting material in a concise, coherent and appropriate manner.							
37. To develop precision in written language; to make calculated choices among words and word groups; to differentiate shades of meaning among alternative expressions; to be able to use standard reference books of English usage.							
38. To be able to use the conventions of usage, spelling, sentence structure, punctuation, paragraphing and essay writing in an appropriate manner.							

ENGLISH LANGUAGE ARTS - OBJECTIVE RATING CHART - INTERMEDIATE DIVISION

School: _____ Grade: ____ Teacher: _____ Date: January 1973

RATING KEY *5 = Very important, critical, or essential 4 = Above average importance 3 = Average importance 2 = Below average importance 1 = Unimportant, inappropriate, or irrelevant	Rating *1-5	NOW: Does your school expect this objective to be met by students in this grade now?			SHOULD: the school see that this objective is being met?		
		Yes	No	Not Certain	Yes	No	Not Certain
LISTENING OBJECTIVES: ATTITUDES 39. To enjoy listening in various situations such as conversation, drama, television, radio, etc.							
40. To value listening as a method of learning which can be developed.							
41. To be receptive and open-minded, to respect variations in opinion, pronunciation and dialect; to listen courteously.							
42. To be willing to use information gained through listening to modify or reinforce one's existing knowledge, attitudes, beliefs or behaviour.							

ENGLISH LANGUAGE ARTS - OBJECTIVE RATING CHART - INTERMEDIATE DIVISION

School: _____ Grade: ____ Teacher: _____ Date: January 1973

RATING KEY *5 = Very important, critical, or essential 4 = Above average importance 3 = Average importance 2 = Below average importance 1 = Unimportant, inappropriate, or irrelevant	Rating *1-5	NOW: Does your school expect this objective to be met by students in this grade now?			SHOULD: the school see that this objective is being met?		
		Yes	No	Not Certain	Yes	No	Not Certain
LISTENING OBJECTIVES: SKILLS 43. To be able to follow spoken instructions.							
44. To follow a verbal presentation and: (a) assess a speaker's information, qualifications, intentions, and presentation; (b) decide whether to accept or reject any part or the whole of a speech - i.e., to decide (1) whether the speaker is informed or misinformed, (2) whether the speech is logical or illogical, effectively or ineffectively presented, and (3) whether the various points made by the speaker are relevant or irrelevant, complete or incomplete.							
45. To gain experience in listening to rhythm, rhyme and other sound values of literary materials.							

INTERMEDIATE ENGLISH EVALUATION PROJECT:

STUDENT ATTITUDES

Research Report 74-04

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BOARD OF EDUCATION FOR THE CITY OF LONDON

Fall, 1973

INTERMEDIATE ENGLISH EVALUATION PROJECT:
STUDENT ATTITUDES

This survey represents one part of an overall evaluation plan designed to assess the current status of London's Intermediate English program and produce recommendations for future developments in curriculum and methods. The project is led by a Central Committee composed of the consultant in English, an administrator from Curriculum and Planning, elementary and secondary teacher representatives, and members from measurement-evaluation and research services. Ad hoc subcommittees of educators have contributed to various aspects of the work.

The purpose of this survey was to determine student feelings, opinions and attitudes regarding English. It was the feeling of the Committee that any needs assessment must take into account the consumer so that his needs be satisfied. Indeed the ERAS Initial Statement (Revised) states, "sensitivity to the current needs of pupils....is important to educators."

METHOD

Design of the Survey

The survey instrument was designed largely by the English consultant who created most of the items, except those in Part II. The Central Committee revised and edited the items initially and a committee of four elementary school principals did the final review. The items in Part II were exerpted from the Report on the Evaluation Workshop in the Affective Domain, (July, 1970), published by the Institute for Educational Research.

The items were generally designed to evoke a subjective rather than an objective response to the subject English. These subjective responses, of course, will be considered by the Needs Assessment Committee in context with other data such as teacher objectives, results of achievement tests, community survey, etc.

Description of the 'Student Attitude Survey: Intermediate English' (SAS)

The SAS questionnaire is composed of 6 parts:

(1) Part I consists of 42 statements about various facets of the English course. The student is asked to rate, on a four-point scale, the degree to which he agrees with each statement.

(2) Part II contains 26 questions that inquire about students' free reading. Students respond either yes, uncertain or no.

(3) Part III is made up of three sections. The first two sections (A & B) are an 11- and 8-item semantic differential in terms of which students are asked to characterize 'English' and 'English textbooks' respectively. In Section C students rate their liking for 6 different facets of the English course on a 5-point like-dislike scale.

(4) In Part IV students were asked to indicate whether or not the amount of class time spent on each of the same 6 aspects of the English course they had just rated in Part III-C was 'not enough', 'about right' or 'too much'.

(5) In Part V elementary students were asked to indicate how many teachers taught them various aspects of the English course. Secondary students were asked to indicate in which general area -- academic, commercial, technical or other -- they were concentrating their course work.

(6) Part VI of the survey was an open-ended or free response section in which students were asked: to list the literature books they liked or disliked that year; to suggest additions to, or deletions from the English course, and finally to 'tell us something'.

Sampling of Students

For purposes of this study an attempt was made to select 10% of the students in each of grades 7, 8, 9 and 10 so that they would be representative of all students in the London system in those grades. For practical reasons the sampling procedure was different at the elementary and secondary levels. In grades 7 and 8, 10% of the students were selected randomly from each regular grade 7 and grade 8 class in the city. At the secondary level, a 10% random sample of grade 9 and 10 home-room classes was selected from all secondary schools.

The numbers of students used in the study, broken down by grade and sex, are shown in Table A. Although about equal numbers of students were tested at elementary (621) and secondary levels (626), the sample contained a slightly larger number of boys (683) than girls (564).

Table A Number of students given the "Student Attitude Survey: Intermediate English' by sex and grade.

	Grade				
Sex	7	8	9	10	Totals
Male	165	154	237	127	683
Female	155	147	135	127	564
Totals	320	301	372	254	1247

Administration of the Attitude Survey

The attitude survey was administered in May, 1973, by principals or vice-principals at the elementary level and by either a vice-principal or home-room teacher at the secondary level.

Using a booklet containing the attitude items and an NCS answer sheet, students took approximately 40 minutes to complete the survey. In order to encourage forthright responding, students were asked to be spontaneous and honest. They were not required to put their name on their answer sheet, and were assured that their answers would not affect their grades. They were informed in a very straight-forward manner that the survey represented an attempt to determine their attitudes toward various aspects of English.

Statistical Treatment of the Data

Various computational procedures were applied to the data. Initially, simple counts of, and percentages of students giving each possible response to each item were calculated, separately by grade and sex. For the 68 items comprising Parts I & II of the survey an intercorrelation matrix was calculated, factor analyzed by means of the Principal Components technique and the resulting factors rotated using the Varimax method. In addition, factor scores were calculated for each student and subjected to analysis of variance to test for grade and sex trends. Checks for significant differences between pairs of mean factor scores were made using the Scheffé test.

For the free or open response section of the survey, students' responses were reviewed, an ad hoc classification scheme devised and each student's responses allocated to the appropriate content categories. Percents of students' responses falling within each category were then calculated. Finally, the authors read through many of the individual student's responses in an effort to develop a subjective impression of students' feelings toward English and the survey itself.

RESULTS

Parts I & II

SPECIAL ANALYSES AND FORMAT OF DATA PRESENTATION

The 68 items comprising Parts I & II of the survey, administered to approximately 1,250 grade 7 to 10 students, were concerned with attitudes toward various aspects of the English course and free reading. In order to simplify consideration of this mass of data, the 68 items were intercorrelated and the resulting matrix factor-analyzed and the factors rotated. This procedure reduced the 68 items to 15 dimensions or scales containing from 1 to 14 items each. The 15 scales fell into three obvious

clusters: 4 scales were clearly related to attitudes toward reading; 9 scales were related to attitudes toward the English course, and 2 scales fell into a miscellaneous category.

In order to depict the findings as economically as possible for purposes of discussion, a Table was prepared for each of the 15 factors or scales listing, in order of importance, the items which composed each. Beside each item the percentage of boys and girls who 'agreed' with, or said 'yes' to each item was presented, separately by grade, in a sub-table.

For purposes of displaying the overall findings for each scale or factor graphically, the average percent agreement across the items composing each scale was calculated, separately by sex and grade. The resulting averages were plottted in a series of 15 figures which, in a sense, represent a summary of the data contained in the 15 tables.

In order to determine which of the many differences in response between boys and girls and students at various grade levels represented meaningful rather than chance fluctuations, an additional series of statistical tests was conducted. First, using the results of the factor analysis, 15 scale or factor scores were calculated for each student by simply adding up his scores on those items composing each of the various scales.[1] The students' data were then sorted into 8 sex-grade groups and a one-way analysis of variance conducted, in turn, for each of the 15 scale scores. Scheffé tests were then made between each of the possible 28 pairs of means, separately for each of the 15 sets of 8 scale-score means. This procedure permitted a determination of whether or not for any scale, for example, grade 7 boys responded differently from boys in grade 8, 9 or 10 or whether, at any grade level, boys responded differently from girls.

The results of parts I & II of the survey will be presented in three main sections: (1) attitudes toward reading (2) attitudes toward the English course and (3) attitudes toward other issues. Within each of these three sections the factors or scales which pertain to it will be discussed in detail.

ATTITUDE TOWARD READING

The four scales or factors relating to students' attitudes toward reading can be briefly characterized as follows: Factor I is composed of 14 items which are all clearly related to *'enjoyment of reading'*; Factor VIII's 4 items denote students' *'critical involvement in books'*; Factor X contains 3 items which refer to students' *'awareness of popular reading'*, and Factor XII's 2 items are related to *'access to literature'*.

---

[1] In the case of negatively-worded items, the student's scores were reversed.

Table 1 Items contained in Factor I., Enjoyment of Reading, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

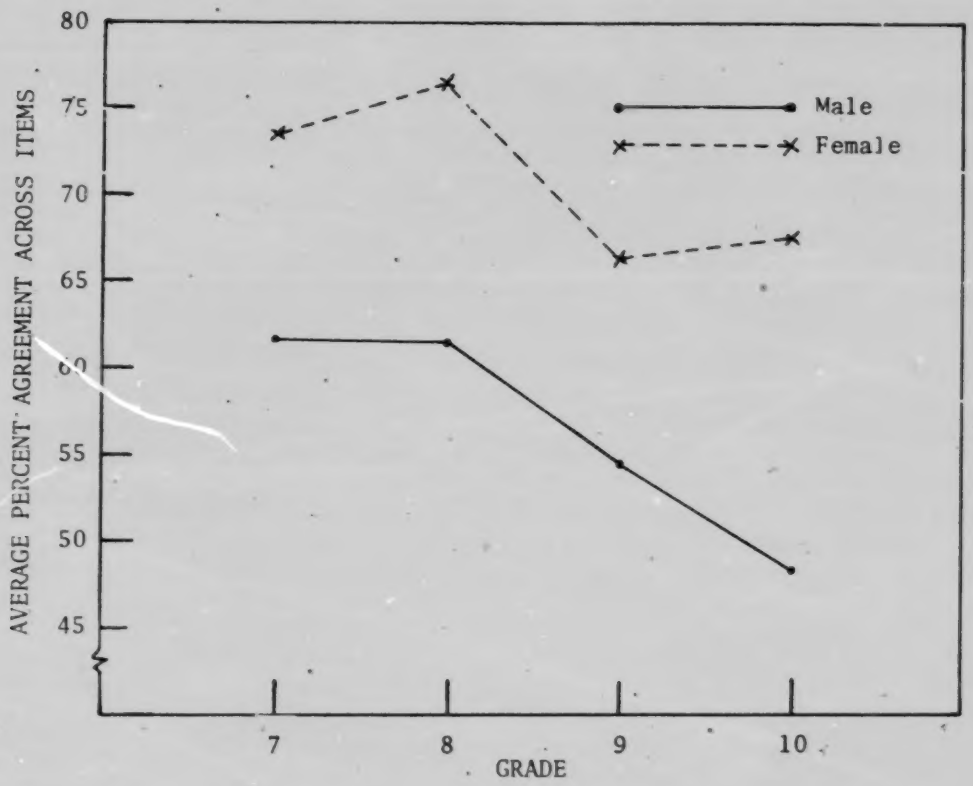
Loading	Item Number	Item	Sex	Grade 7	8	9	10
.728	43	Do you ever read books apart from required reading in class?	M F	71 86	71 86	65 78	56 80
.625	63	Once you have begun a book do you often finish within a few days?	M F	54 63	49 71	47 59	47 69
.581	55	Have you ever recommended a book to a friend?	M F	69 89	77 96	68 84	53 91
.569	56	Do you re-read a favourite book?	M F	55 77	56 71	48 59	44 52
.556	52	Do you enjoy reading novels of movies you have enjoyed?	M F	51 74	59 78	46 62	40 66
-.555	66	Do you find reading dull?	M F	15 12	16 10	18 13	24 13
.540	45	When you have extra time in class, do you often read a library book?	M F	32 50	38 47	23 29	21 29
.532	62	Would you like to have a library in your home?	M F	60 66	52 63	40 41	37 44
.530	48	Do you personally own books?	M F	90 94	86 93	80 89	71 86
.526	47	Do you enjoy browsing in book stores?	M F	52 61	49 65	47 53	43 58
.506	60	Are you ever disappointed when a book you have enjoyed reading ends?	M F	62 76	57 80	53 70	43 70
.495	61	Do you ever get so involved in a book that you are unaware of your surroundings?	M F	54 58	53 76	49 63	41 63
.463	58	Do you feel you "learn something" about life from reading?	M F	62 70	63 73	57 72	49 63
.457	57	Do you ever emotionally respond to a story such as laughing, being scared, etc.?	M F	69 81	64 86	59 83	55 88

Factor I - Enjoyment of Reading

Table 1 (p.5) gives, in order of importance, the 14 items making up this factor and the percentages of students, by sex and grade, who 'agree' or said 'yes' to each. Students with high scores on this scale: do non-required reading; finish books quickly; recommend books to friends; re-read favourite books; enjoy reading novels of movies; are interested in reading; use extra class time to read; would like a home library; own some books; like to browse in book stores; are disappointed at the end of an enjoyable book; get involved when they read; feel they learn something about life by reading, and respond emotionally to stories they read.

For all items at all grade levels a significantly larger percentage of girls than boys agreed with the items making up this scale. As is evident from Figure 1, an average of about 15% more girls than boys endorse these statements. There is also a significant decrease in 'enjoyment of reading' when students enter secondary school. In grades 7 and 8 the average percent endorsement of items is about 75 for girls and 62 for boys whereas, in grades 9 and 10, the comparable figures have fallen to 67 and 52.

Figure 1 Average percent of students agreeing with the items making up Factor I, Enjoyment of Reading, plotted separately by sex for grades 7 to 10.



Although the pattern of response does not give a clear indication of why students' enjoyment of reading decreases at high school, it may be that more of their reading is of the 'required' type and they have less opportunity for 'free' reading during school hours. It is also possible that reading, as a pleasurable leisure time pursuit, has to compete with other attractive social and extra-curricular activities.

Factor VIII - Critical Involvement in Books

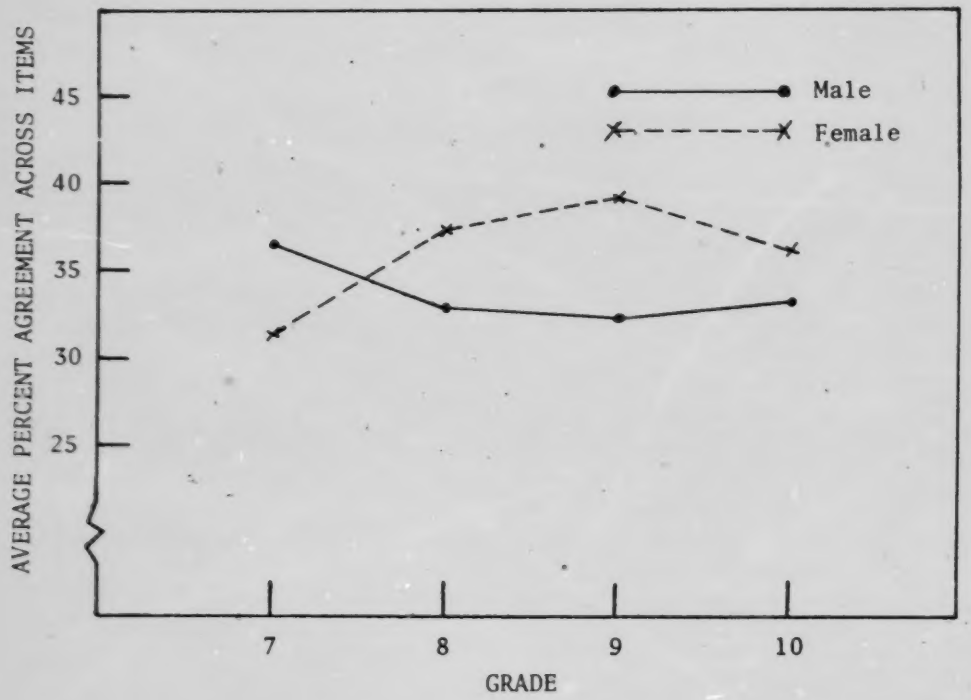
Table 2 lists the 4 items making up this factor and the percentages of students, by sex and grade, who 'agree' or said 'yes' to each. Students with high scores on this scale: let a book's length influence their decision to read it; are critical of a book's structure; have been influenced by books, and have strongly identified with characters in the books they have read. This factor appears to represent a tendency to approach books in a fairly mature, critical manner and to be influenced personally by them.

Table 2 Items contained in Factor 8, Critical Involvement to Books, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade 7	8	9	10
.498	67	Are you influenced by how many pages a book has before you read it?	M	48	38	42	43
			F	27	29	38	32
.463	64	Do you ever express a negative opinion of a book from the standpoint of plot, character development, etc.?	M	29	29	33	30
			F	27	29	37	44
.457	65	Have any of the books you have read significantly influenced your life in any way?	M	34	32	26	26
			F	36	43	40	25
.414	54	Have you ever strongly identified with a character or characters in a book you have read?	M	35	33	30	34
			F	37	48	43	44

Only about 30 to 40 percent of boys and girls agreed with the items in this scale and there were no major shifts in endorsement of the items as a function of grade level (See Figure 2.). Girls agree significantly more often with these items than boys, but only at the secondary level.

Figure 2 Average percent of students agreeing with the items making up Factor 8, Critical Involvement in Books, plotted separately by sex for grades 7 to 10.



Boys show a slight, but statistically significant, decline in their endorsement of these items from grade 7 to grade 9. In general, the sex and grade differences are small and probably not of practical significance.

Factor X - Awareness of Popular Reading

The 3 items comprising this scale are listed in Table 3 and the average percentages of endorsement of the items are plotted in Figure 3, separately by sex and grade. Students scoring high on this scale read book reviews, know best selling books and read the newspaper fairly regularly. In short, they are aware of current literature.

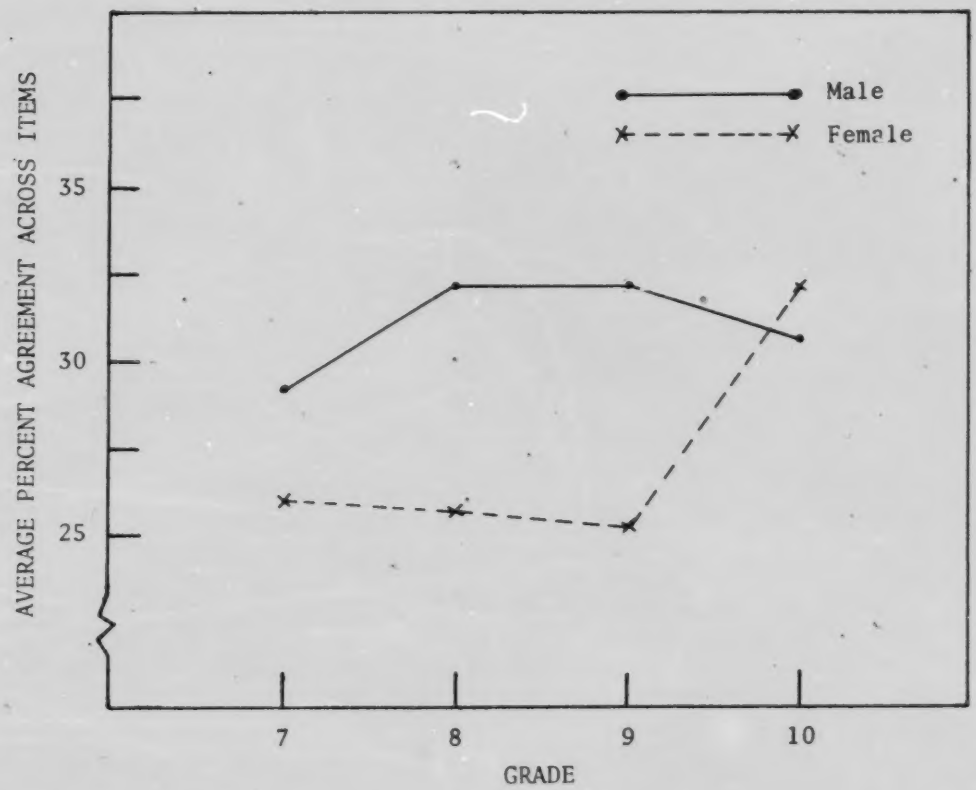
Although about half of the students are fairly regular readers of the newspaper, less than a quarter of them read book reviews and only about 15% are aware of 'best sellers'.

Boys generally endorse the items making up this scale more often than girls but this difference has disappeared by grade 10. There are no statistically significant changes in average percent agreement with these items as a function of grade level.

Table 3 Items contained in Factor 10, Awareness of Popular Reading, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade 7	8	9	10
.675	46	Do you read the book review section of magazines and newspapers?	M F	26 21	23 19	20 16	15 27
.607	51	Do you know what book is at the top of the best seller list?	M F	11 9	12 9	18 10	17 14
.531	49	Do you read the newspaper fairly regularly?	M F	51 48	62 49	59 50	60 56

Figure 3 Average percent of students agreeing with the items making up Factor 10, Awareness of Popular Reading, plotted separately by sex for grades 7 to 10.



Factor XII - Access to Literature

The 2 items making up this scale are listed in Table 4 and the average percentage of endorsement of the items is depicted graphically, separately by sex and grade, in Figure 4.

Students endorsing these items both own a library card and subscribe to one or more magazines. Although these two items belong on the same scale from a statistical point of view, the pattern of student endorsement by sex and grade suggests that they may reflect somewhat different underlying interests or attitudes. While about three quarters of the girls in all grades own a library card, less than two thirds of the senior elementary boys do and at the secondary level this has fallen to about one half. On the other hand, a slightly larger percentage of boys subscribe to magazines than do girls at all grade levels and there are no significant changes as a function of grade level.

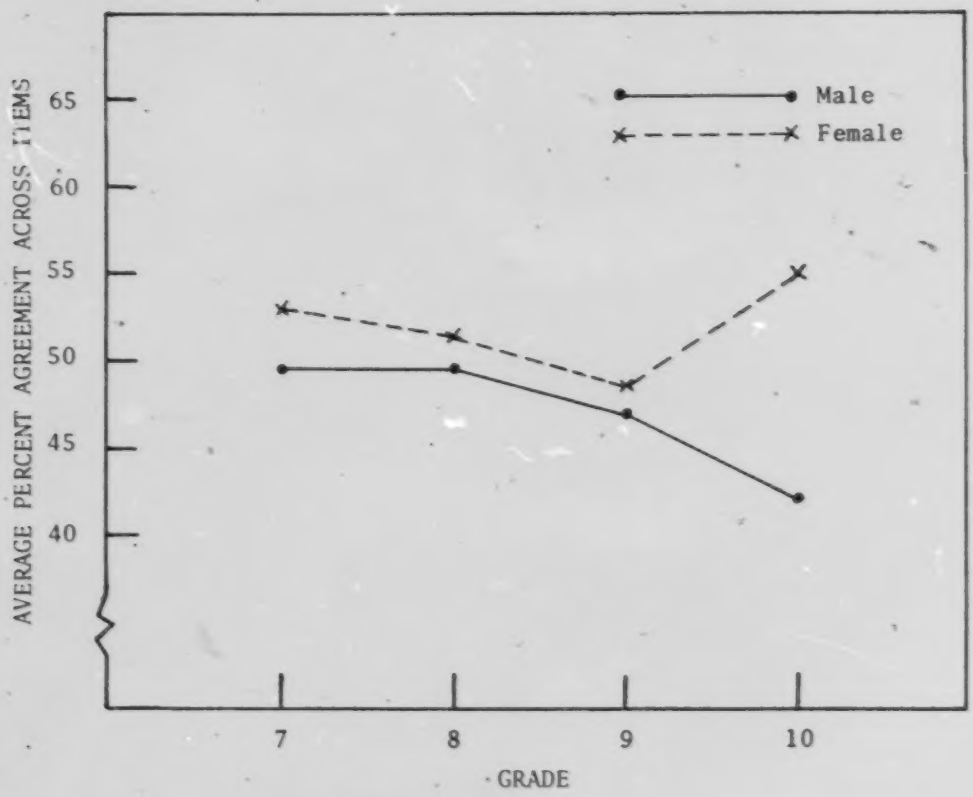
Summary

In general, it appearss that girls probably read and enjoy reading more than boys at all grade levels. There is also a trend for all students to enjoy reading less as they go from elementary to secondary school and this effect appears to be more pronounced in the case of boys.

Table 4 Items contained in Factor 12, Access to Literature, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade 7	8	9	10
.677	44	Do you own a library card?	M	64	61	53	46
			F	76	71	67	75
.366	50	Do you subscribe to any magazines?	M	35	38	41	38
			F	30	32	30	35

Figure 4 Average percent of students agreeing with the items making up Factor 12, Access to Literature, plotted separately by sex for grades 7 to 10.



ATTITUDE TOWARD ENGLISH CLASSES AND COURSES

The 9 factors clustering around students' attitudes toward English classes and courses can be briefly characterized as follows: Factor II contains 10 items all related quite directly to *'enjoyment of English classes'*; Factor III consists of 6 items which reflect students' views on the *'usefulness of grammar'*; Factor IV's 7 items relate to students' perception of the *'personal irrelevance of English'*; Factor V, containing 4 items, is concerned primarily with students' *'enjoyment of writing'*; Factor VI consists of 4 items which reflect students' assessment of the *'difficulty of English'* as a course; the 4 items comprising Factor VII reflect the *'distastefulness of reading and writing topics'* as perceived by students; Factor IX, with 3 items, relates to students' perceived *'insecurity in mastering English skills'*; the single item which represents Factor XIV reflects a student attitude of the *'uselessness of correct spelling'*; Factor XV contains a single item which reflects students' assessment of the *'noise and activity in English classes'*.

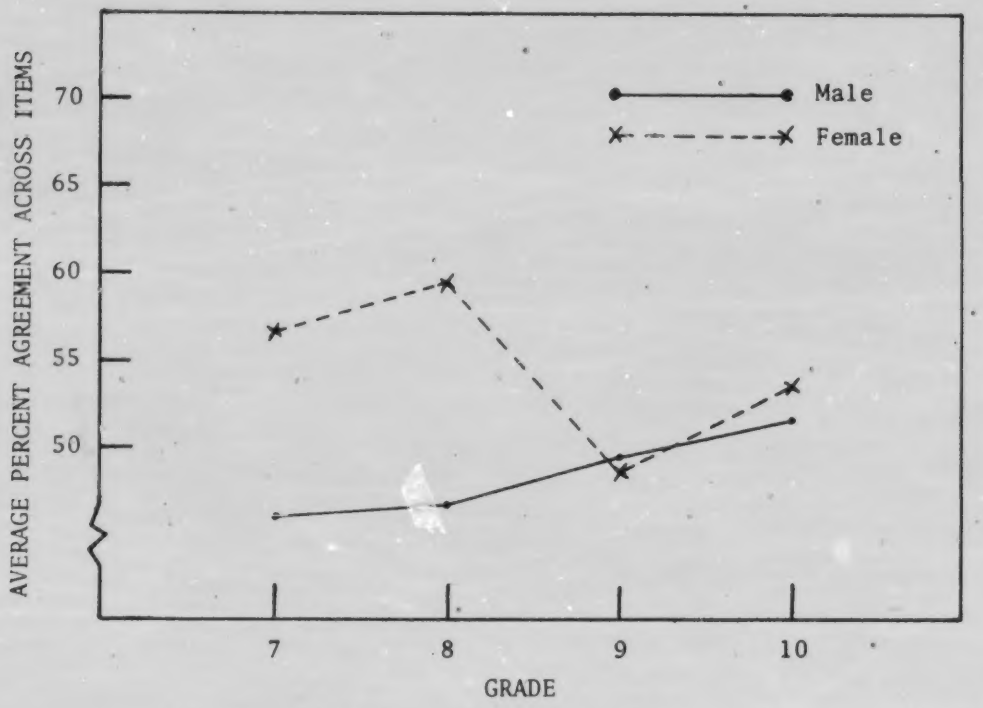
Factor II - Enjoyment of English Classes

Table 5 gives, in order of importance, the 10 items making up this factor and the percentages of students, by sex and grade, who 'agree' or said 'yes' to each. The corresponding averages of percentage endorsement of the 10 items have been plotted in Figure 5, separately by grade and sex.

Table 5 Items contained in Factor 2, Enjoyment of English Classes, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade			
				7	8	9	10
.780	18	English classes are fun.	M F	35 45	43 47	49 45	48 51
.755	9	I look forward to going to English class each day.	M F	34 43	31 47	37 40	40 42
.740	2	I enjoy English classes.	M F	54 75	62 80	61 64	58 68
.728	37	I find that most of my English classes are interesting.	M F	43 62	44 62	47 47	49 50
.713	14	I feel that the English classroom is a happy place.	M F	32 42	32 49	51 39	52 45
.689	10	I would rather attend English class than most other classes.	M F	29 27	23 34	27 33	33 41
-.552	12	I think English is dull.	M F	50 37	57 44	47 49	41 50
-.541	25	I never have any fun in English class.	M F	35 32	33 19	29 36	28 24
.362	4	I feel that English is the most important subject in the curriculum.	M F	40 59	42 61	34 39	40 44
.307	23	When we have class discussion, they are worthwhile.	M F	78 84	78 80	64 67	68 67

Figure 5 Average percent of students agreeing with the items making up Factor 2, Enjoyment of English Classes, plotted separately by sex for grades 7 to 10.



Students endorsing this set of items: find English classes fun; look forward to and enjoy them; regard English class as a happy, interesting place and would rather go there than most other classes; feel that English is the most important subject and that the class discussions are worthwhile.

As is apparent from Figure 5, about 50% of students at each grade level agree with these statements which reflect enjoyment of English classes. A significantly larger percentage of girls than boys endorse the items at grades 7 and 8. However, due to a major negative shift in girls' attitudes at the secondary level, the sex difference is not apparent in grades 9 and 10.

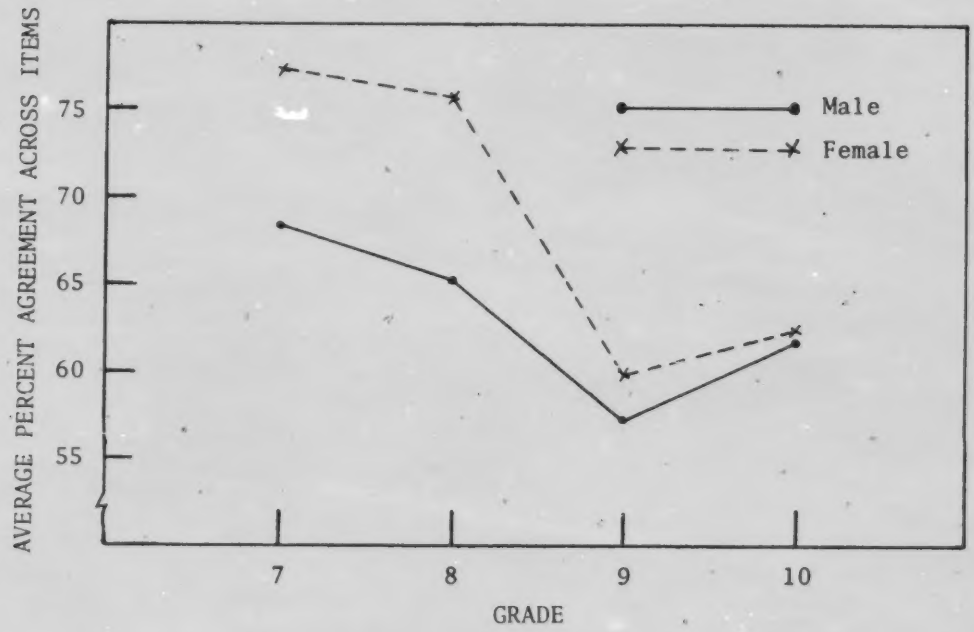
Factor III - Usefulness of Grammar

The 6 items making up Factor III are listed in Table 6 and the corresponding averages of percents of students endorsing the items have been plotted in Figure 6, separately by grade and sex.

Table 6 Items contained in Factor 3, Usefulness of Grammar, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade 7	8	9	10
.655	24	The study of grammar helps my writing	M F	59 74	61 79	60 63	60 65
.623	19	I try to apply the grammar rules that I have learned when I am writing.	M F	78 86	71 84	65 69	68 74
.617	28	The grammar I study is necessary.	M F	77 83	68 83	57 59	63 61
.519	26	I believe that people who use poor grammar are poorly educated.	M F	46 47	44 44	37 40	44 32
.506	40	Punctuation rules are good to know.	M F	84 92	81 91	74 83	82 84
.369	3	The material studied in English is current and relevant.	M F	65 81	67 75	50 46	55 60

Figure 6 Average percent of students agreeing with the items making up Factor 3, Usefulness of Grammar, plotted separately by sex for grades 7 to 10.



Students who agree with this set of items: feel that grammar study helps their writing; believe that grammar is necessary; apply grammar rules when writing; agree that a well educated person uses good grammar; feel that punctuation rules are good to know; and that material studied in English is current and relevant.

Secondary level students are significantly less likely to regard grammar as useful than elementary level students. The average percent endorsement of the items on this scale falls from about 72% for grades 7 and 8 to about 60% for grades 9 and 10. While a significantly larger percentage of girls than boys feel that grammar is useful, this difference becomes progressively less as grade level increases so that, by grade 10, it has disappeared.

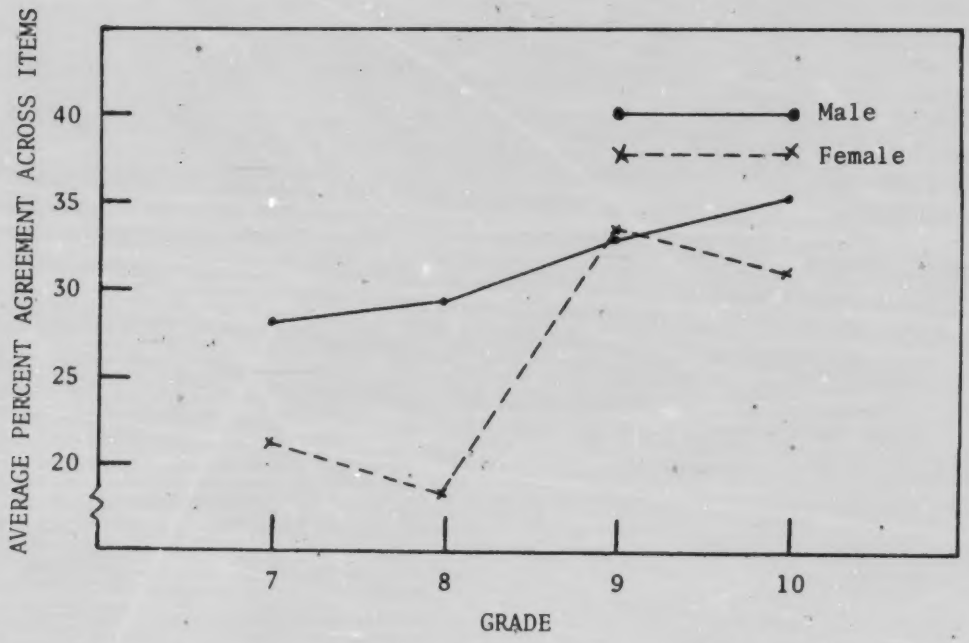
Factor IV - Personal Irrelevance of English

The 7 items comprising Factor IV are listed in Table 7 and the sex by grade curves for average percent endorsement plotted in Figure 7.

Table 7 Items contained in Factor 4, Personal Irrelevance of English, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade 7	8	9	10
.594	6	I feel that the goals of English are not useful in my daily life.	M	32	37	36	38
			F	27	25	28	37
.561	8	I will probably not use anything that I have done in English again.	M	18	23	27	27
			F	17	8	24	27
.527	32	I do not feel that English plays an important place in my life.	M	28	28	35	35
			F	21	17	35	29
.508	7	I am more concerned with the grade in English rather than what value I get from it.	M	45	47	45	49
			F	36	38	51	37
-.455	1	I feel that what I learn in English will influence my future.	M	82	85	82	75
			F	93	93	75	82
-.416	5	I think that the material studied in English helps prepare me for finding a job.	M	76	66	54	44
			F	81	78	52	52
.341	15	I think I would like to drop English next year.	M	32	23	26	18
			F	21	11	25	24

Figure 7 Average percent of students agreeing with the items making up Factor 4, Personal Irrelevance of English, plotted separately by sex for grades 7 to 10.



Students with high scores on this scale: feel that English goals are not useful; doubt that they will use English skills again; rate English as unimportant in their lives; are concerned with grades in, rather than values of English; don't feel English skills will influence their future or prepare them for a job, and would like to drop English next year. In sum, students agreeing with these items regard English as largely irrelevant to their needs.

The percentage of students with this negative evaluation of English increases, in a statistically significant manner, from about 24 in grades 7 and 8 to about 34 in grades 9 and 10. At the elementary level a significantly greater percentage of boys than girls (29 vs 20) express these negative feelings. However, a substantial decrease in the percentage of older girls who feel English is personally relevant obliterates the sex difference at the high school level.

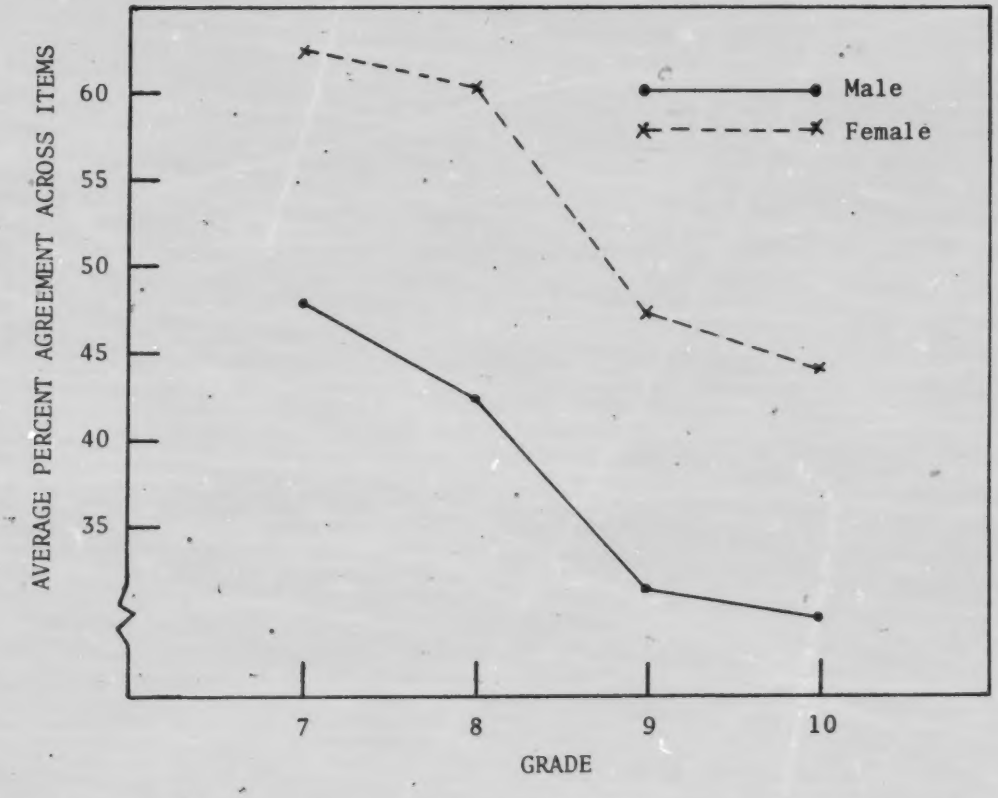
Factor V - Enjoyment of Writing

Factor V is composed of the 4 items listed in Table 8, for which summary percentage agreement averages have been plotted in Figure 8.

Table 8 Items contained in Factor 5, Enjoyment of Writing, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade			
				7	8	9	10
.643	29	I like writing poetry.	M	36	31	20	22
			F	57	50	49	43
.522	38	I enjoy writing short stories.	M	65	66	47	46
			F	75	78	56	50
.466	30	Memory work is a worthwhile activity.	M	45	36	31	31
			F	56	51	34	28
.385	53	Do you enjoy attending plays?	M	46	36	29	21
			F	63	64	50	58

Figure 8 Average percent of students agreeing with the items making up Factor 5, Enjoyment of Writing, plotted separately by sex for grades 7 to 10.



The content of Factor V involves items related to students' enjoyment of writing poetry and short stories, attending plays and placing value on memorizing verse.

A significantly larger percentage of girls than boys endorse these items at all grade levels. However, the average percentages of both boys and girls agreeing with the items falls steadily from grade 7 to grade 10. For girls, the average percent endorsement falls from about 63 to 45; for boys it falls from 48 to 30. As with several other scales, the most marked shift occurs between elementary and secondary school.

Factor VI - Difficulty of English

The 4 items included in Factor VI are listed in Table 9 and the summary percentage agreement averages across items are displayed graphically in Figure 9.

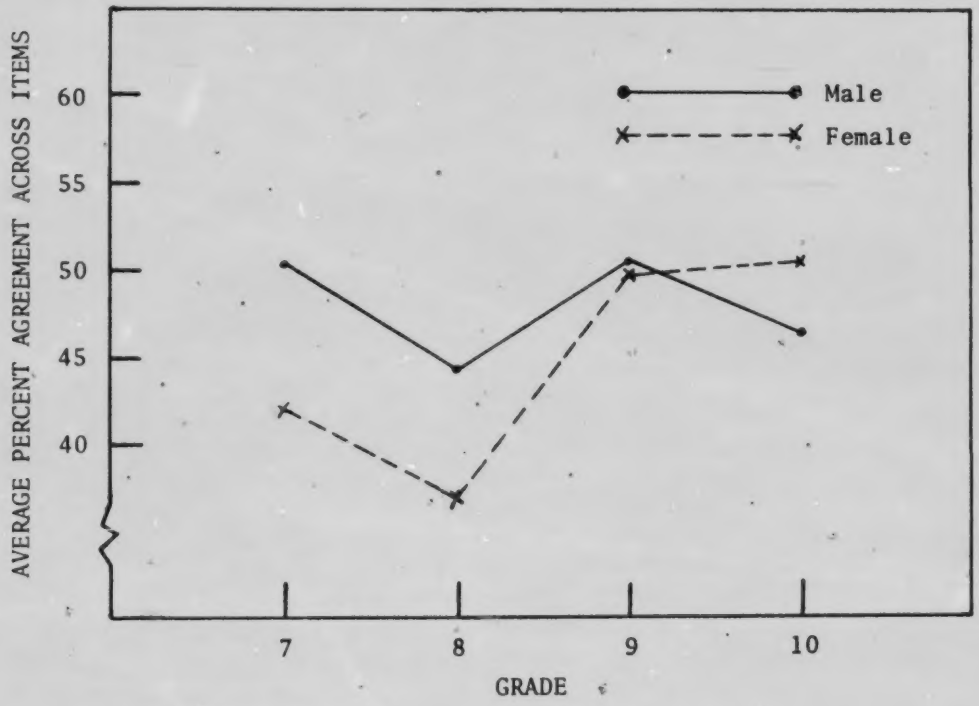
Table 9 Items contained in Factor 6, Difficulty of English, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade 7	8	9	10
.643	11	English is too difficult.	M F	26 30	27 22	25 31	20 29
.627	13	High marks in English are too hard to obtain.	M F	40 25	34 20	43 43	35 42
-.548	16	English is too easy.	M F	13 19	17 20	16 18	18 13
-.434	39	I am pleased with my accomplishments in English this year.	M F	52 68	65 74	49 56	50 57

The items contain assertions that: English is too difficult; high marks in English are too hard to obtain, and dissatisfaction with accomplishment in English this year.[2]

[2]Since items with negative loadings correlate negatively with the factor, the sense of the item in terms of the pattern of student response requires reversing its stated meaning. E.g., compare items 11 & 16.

Figure 9 Average percent of students agreeing with the items making up Factor 6, Difficulty of English, plotted separately by sex for grades 7 to 10.



At the elementary level a significantly smaller percentage of girls than boys find English too difficult. However, at the secondary level girl's estimation of the difficulty of English has increased to equal that of the boys. This latter shift is the only statistically significant grade trend. About a third to one half of all students agree that English is difficult.

Factor VII - Distastefulness of Reading and Writing Topics

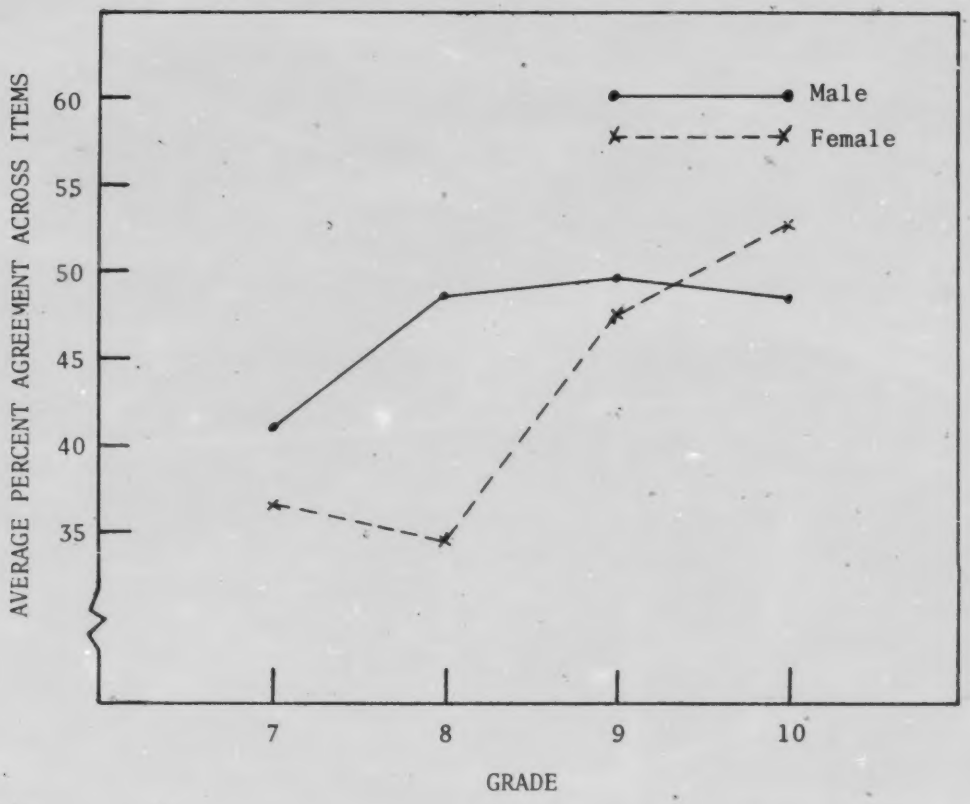
Factor VII's 4 items are listed in Table 10 and the sex by grade percentage agreement averages plotted in Figure 10.

Students endorsing these items regard English class stories as boring, and the writing topics phony, artificial and uninteresting. They do not feel they have an opportunity to write about topics upon which they are knowledgeable.

Table 10 Items contained in Factor 7, Distastefulness of Reading and Writing Topics, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade 7	8	9	10
.615	21	The stories I read in English class are boring.	M	38	43	44	40
			F	36	36	42	48
.573	33	The writing topics that I am assigned are phony and artificial.	M	30	44	34	42
			F	29	25	30	43
-.411	22	I am assigned interesting writing topics.	M	46	44	34	39
			F	60	58	37	37
-.380	36	I get the opportunity to write on topics which I know about.	M	58	48	47	50
			F	59	67	44	43

Figure 10 Average percent of students agreeing with the items making up Factor 7, Distastefulness of Reading and Writing Topics, plotted separately by sex for grades 7 to 10.



Students' disenchantment with their assigned reading and writing topics increases significantly over the elementary-secondary transition. While a significantly larger percentage of elementary boys than girls are negative, the increase in the percentage of girls sharing this attitude obliterates the sex difference at the secondary level. The approximately 38% of students endorsing these items at grade 7 increases to about 50% in grade 10.

Factor IX - Insecurity in Mastering English Skills

The 3 items making up Factor IX are listed in Table 11. The corresponding average percent of agreement figures are plotted in Figure 11, separately by sex for grades 7 to 10.

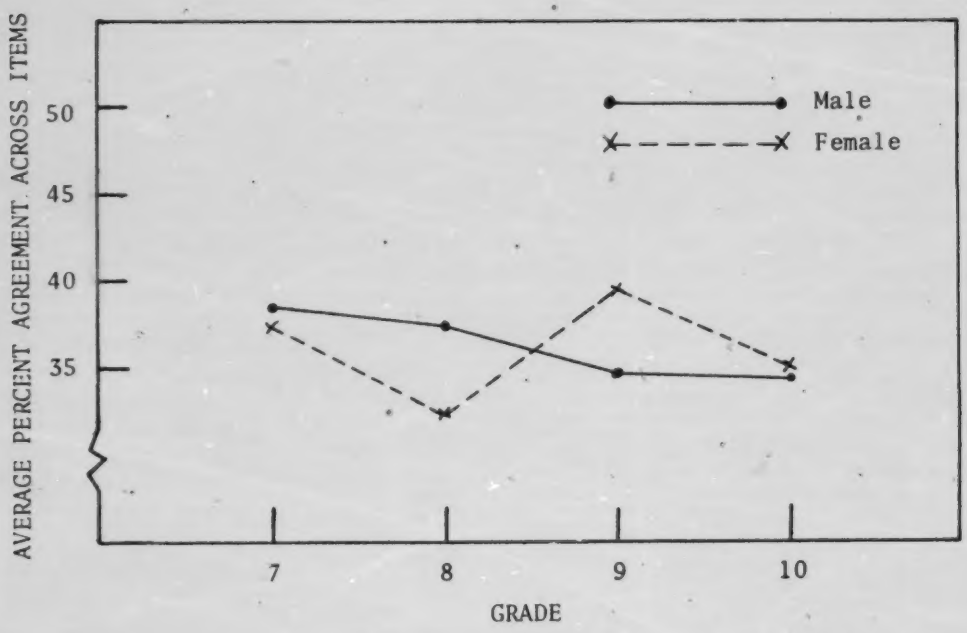
Students who agree with these items indicate that they: soon forget words learned in vocabulary lessons; think learning to write letters should be done at a higher grade level, and get nervous when called upon in class for fear they will appear stupid. In sum, these items seem to reflect primarily students' sense of insecurity in being able to master some English skills.

Table 11 Items contained in Factor 9, Insecurity in Mastering English Skills, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade 7	8	9	10
.625	41	I soon forget words studied in my vocabulary lessons.	M	56	53	48	53
			F	49	45	62	52
.622	42	I think learning to write letters should be done at a higher grade level.	M	16	17	16	14
			F	16	7	11	4
.435	31	I get nervous when an English teacher calls on me in class because I feel I will appear stupid.	M	44	42	40	36
			F	47	45	46	49

The average level of endorsement of these items is about 35 to 40 percent for both boys and girls and there are no substantial grade trends. About half of the students are concerned about remembering vocabulary and being called upon in class.

Figure 11 Average percent of students agreeing with the items making up Factor 9, Insecurity in Mastering English Skills, plotted separately by sex for grades 7 to 10.



Factor XIV - Uselessness of Correct Spelling

The percentages of students, by sex and grade, endorsing the single item making up Factor XIV are presented in Table 12 and plotted in Figure 12.

Only about 14 percent of elementary level students agree that "It is a useless activity to learn how to spell correctly." This percentage increases by a statistically significant, but relatively small amount, to about 19 at the secondary school level. The vast majority of students are, therefore, apparently convinced that it is important to know how to spell correctly.

Table 12 Items contained in Factor 14, Uselessness of Correct Spelling, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade			
				7	8	9	10
.584	20	It is a useless activity to learn how to spell correctly.	M	12	16	23	20
			F	13	13	19	16

Figure 12 Average percent of students agreeing with the items making up Factor 14, Uselessness of Correct Spelling, plotted separately by sex for grades 7 to 10.

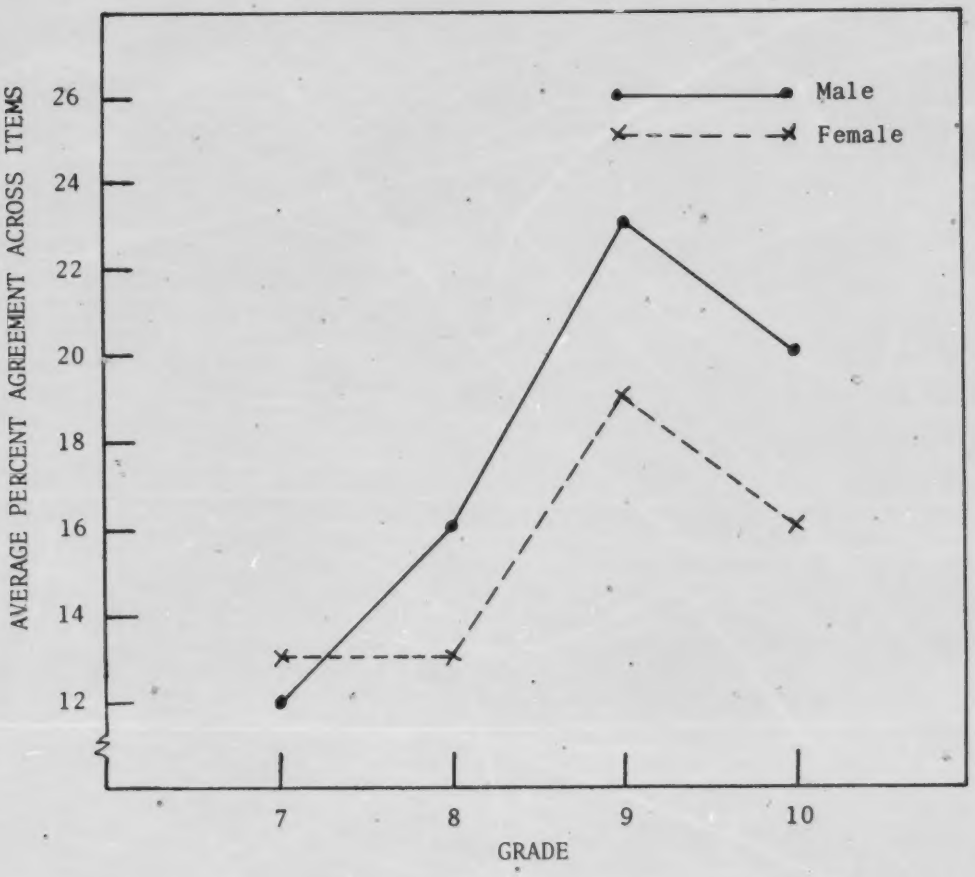
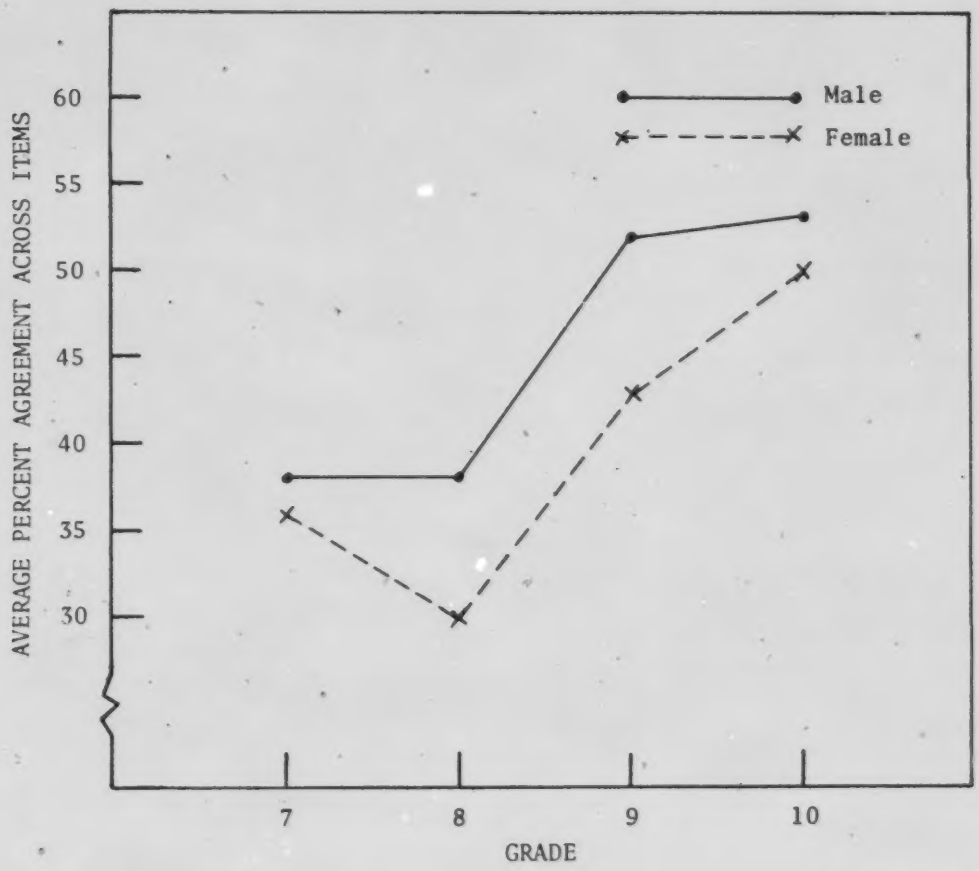


Table 13 Items contained in Factor 15, Noise and Activity in English Classes, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade			
				7	8	9	10
.671	17	There is a lot of noise and activity in English class.	M	38	38	52	53
			F	36	30	43	50

Figure 13 Average percent of students agreeing with the items making up Factor 15, Noise and Activity in English Classes, plotted separately by sex for grades 7 to 10.



Factor XV - Noise and Activity in English Classes

The percentages of students, by sex and grade, agreeing with the single item which constitutes Factor XV are presented in Table 13 and plotted in Figure 13.

Although at all grade levels a slightly higher percentage of boys than girls agree that "There is a lot of noise and activity in English classes.", none of the differences at any grade level is statistically significant. The shift in percentage of all students endorsing this item does change significantly, however, from about 36 in grades 7 and 8 to 50 in grades 9 and 10.

Summary

In general, it appears that girls' attitudes towards English classes and activities are more positive than those held by boys. However, on 5 of the 9 factors related to enjoyment of English classes, girls' attitudes become sufficiently more negative in high school that their attitudes are indistinguishable from those of high school boys. About half of the students surveyed agree with statements indicating positive enjoyment of English classes.

ATTITUDES TOWARD OTHER ISSUES

The two factors or scales contained in this cluster are as follows: Factor XI contains 3 items which relate to the *'application of English skills to other areas'*; Factor XIII, consisting of 2 items, seems to reflect a student *'preference for non-reading forms of communication'*.

Factor XI - Application of English Skills to Other Areas

The 3 items comprising this factor are listed in Table 14 and the average percentages of students endorsing the items are plotted, separately by sex and grade, in Figure 14.

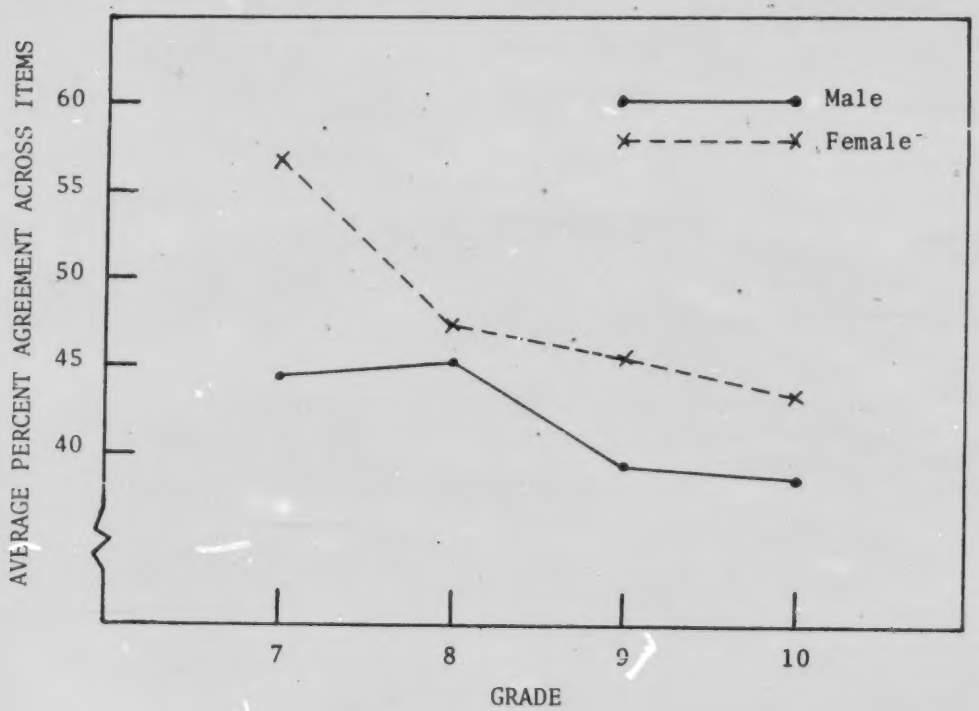
Students endorsing these items: use complete sentences when writing notes to a friend; look up unfamiliar words in a dictionary, and check the spelling of words in social studies or science reports before handing them in. All three items, therefore, seem to represent students' tendency to apply the skills they have learned in English in appropriate ways in other areas.

As evident in Figure 14, a significantly larger percentage of elementary (49%) than secondary students (42%) agree with these items and, at both elementary and secondary levels more girls than boys apparently apply their English skills in other areas.

Table 14 Items contained in Factor 11, Application of English Skills to Other Areas, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade 7	8	9	10
.610	34	When I write notes to a friend, I use complete sentences.	M	48	50	41	45
			F	54	41	43	41
.510	59	Do you look up unfamiliar words in a dictionary when you come across them in a book?	M	34	29	26	25
			F	43	30	27	26
.454	35	Before I hand in a social studies or science report, I check the spelling of words which I think I may have spelled incorrectly.	M	52	57	51	46
			F	74	72	67	64

Figure 14 Average percent of students agreeing with the items making up Factor 11, Application of English Skills to Other Areas, plotted separately by sex for grades 7 to 10.



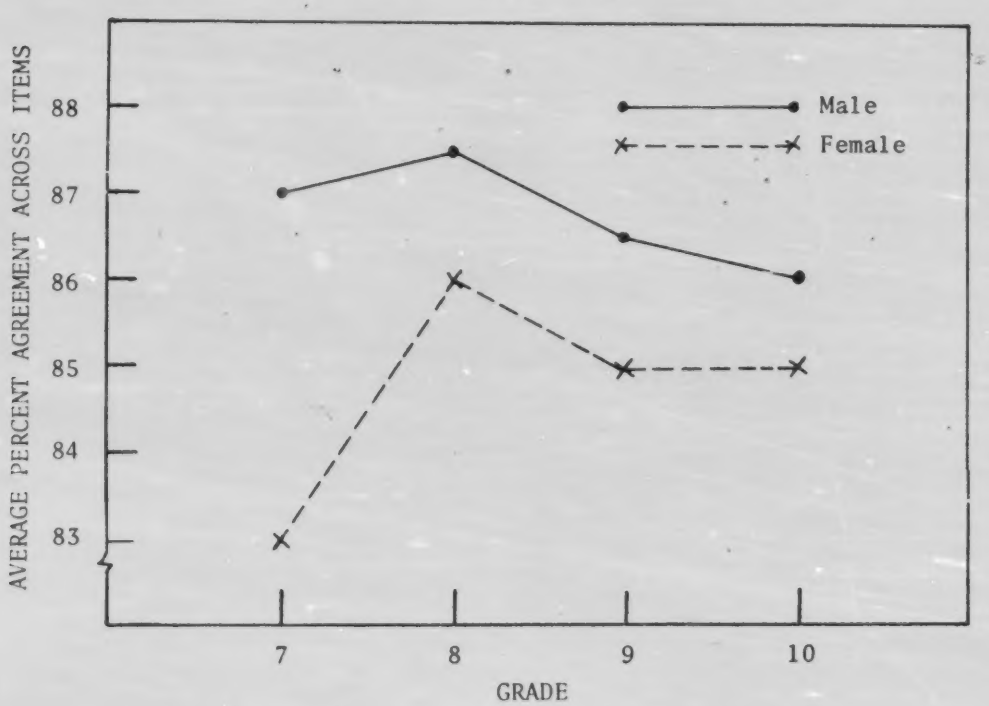
Factor XIII - Preference for Non-reading Types of Communication

The 2 items making up this scale are listed in Table 15 and the appropriate sex-grade average percentages are plotted in Figure 15.

Table 15 Items contained in Factor 13, Preference for Non-reading Forms of Communication, in order of their factor loadings, and percent of students agreeing with each item by sex and grade.

Loading	Item Number	Item	Sex	Grade			
				7	8	9	10
.547	27	I prefer to be with people with whom I can express my ideas and opinions.	M	88	88	85	80
			F	88	92	85	87
-.465	68	Would you rather read a book than watch a television show concerning the same subjects?	M	14	13	12	8
			F	22	20	15	17

Figure 15 Average percent of students agreeing with the items making up Factor 13, Preference for Non-Reading Forms of Communication, plotted separately by sex for grades 7 to 10.



Students' responses indicate that over 85% of them 'prefer to be with people with whom they can express their ideas and opinions' and 'would rather watch a TV show than read a book on the same subject'.

Although there are no appreciable sex differences in the attitudes reflected by this factor, there is a statistically significant increase in the percentage of girls agreeing with these items as one moves from grade 7 to the higher grades.

Summary

Students' responses to the items contained in this final cluster of two scales or factors suggest that girls' interest in reading and their tendency to apply English skills in other areas is greater than boys at all grade levels. The percentages of both boys and girls having these characteristics tends to decline slightly over the grade 7 to grade 10 interval.

Intercorrelation of Factors

In order to discover the extent to which the attitudes expressed on the various factors are related to one another, the 15 factor scores for all students participating in the study were intercorrelated.

Table 16 gives the intercorrelations (Pearson *rs*) among the 4 attitude-toward-reading sclaes and Table 17 gives similar statistics for the attitude-toward-English-classes scales. The correlation between the two factors comprising the third cluster of factors was .00.

Table 16 Intercorrelation of Attitude-Toward-Reading Factors

Factor or Scale	Factor		
	VIII	X	XII
I - Enjoyment of reading	.36	.29	.30
VIII - Critical reaction to books		.19	.17
X - Awareness of current literature			.20
XII - Access to literature			

Table 17 Intercorrelation of Attitude-Toward-English-Classes Factors

Factor or Scale	Factor							
	III	IV	V	VI	VII	IX	XIV	XV
II - Enjoyment of English classes	60	-55	48	-46	-56	-10	-03	05
III - Usefulness of grammar		-51	48	-36	-45	-06	-13	-03
IV - Personal irrelevance of English			-42	38	47	24	21	10
V - Enjoyment of writing				-27	-44	-08	-09	-03
VI - Difficulty of English					28	23	02	04
VII - Distastefulness of reading & writing topics						13	13	02
IX - Insecurity in mastering English skills							14	07
XIV - Uselessness of correct spelling								07
XV - Noise & activity in English classes								

As is evident from Table 16, all of the correlations among the attitude-toward-reading factors, though statistically significant, are quite low. Although this indicates that the four scales are measuring somewhat different sets of attitudes, it does indicate some real relationships among them. For example, students who enjoy reading also tend, to a slight degree, to have a more critical approach to books, to be more aware of current literature and have more access to literature.

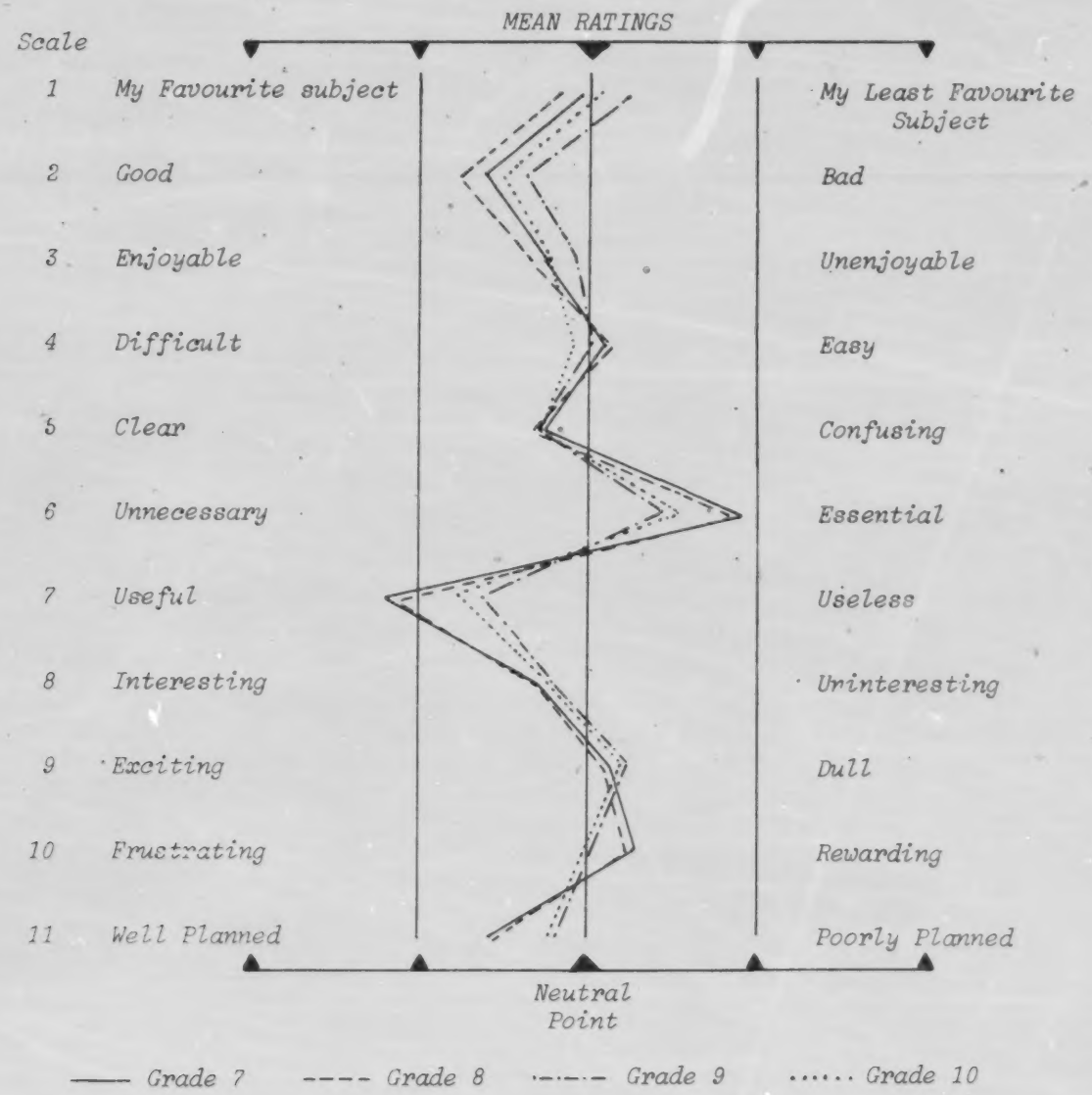
The significant interrelationships among the attitude-toward-English-classes factors are primarily among factors II to VII inclusive. Most of these correlations are quite modest in size, ranging from .28 to .60, indicating a substantial degree of independence of the attitudes reflected by these factors or scales. The correlations do, however, indicate some noteworthy, though not unexpected relationships. For example, students who enjoy English classes tend to see grammar study as useful, find English personally relevant, enjoy writing, don't find English difficult and are satisfied with the reading and writing topics they are assigned. There are few meaningful interrelationships among Factors IX, XIV and XV or between any of these factors and any of the others included in this cluster. A minor exception is a very slight tendency on the part of students who are insecure in their mastery of English skills and/or unimpressed with the importance of correct spelling to regard English as personally irrelevant.

There is only a very modest relationship between students' expressed enjoyment of reading and their enjoyment or appreciation of various aspects of English classes. (The correlations of Factor I with Factors II to VII range only from -.25 to .39.)

PART III A

In this section of the survey students were asked to characterize English (literature, composition, spelling and grammar) by rating it on a semantic differential consisting of 11, 5-point bipolar scales. The mean ratings on each scale are plotted in Figure 16, separately by grade.

FIGURE 16 Mean student ratings, separately by grade, for the 11-item semantic differential relating to 'English'.

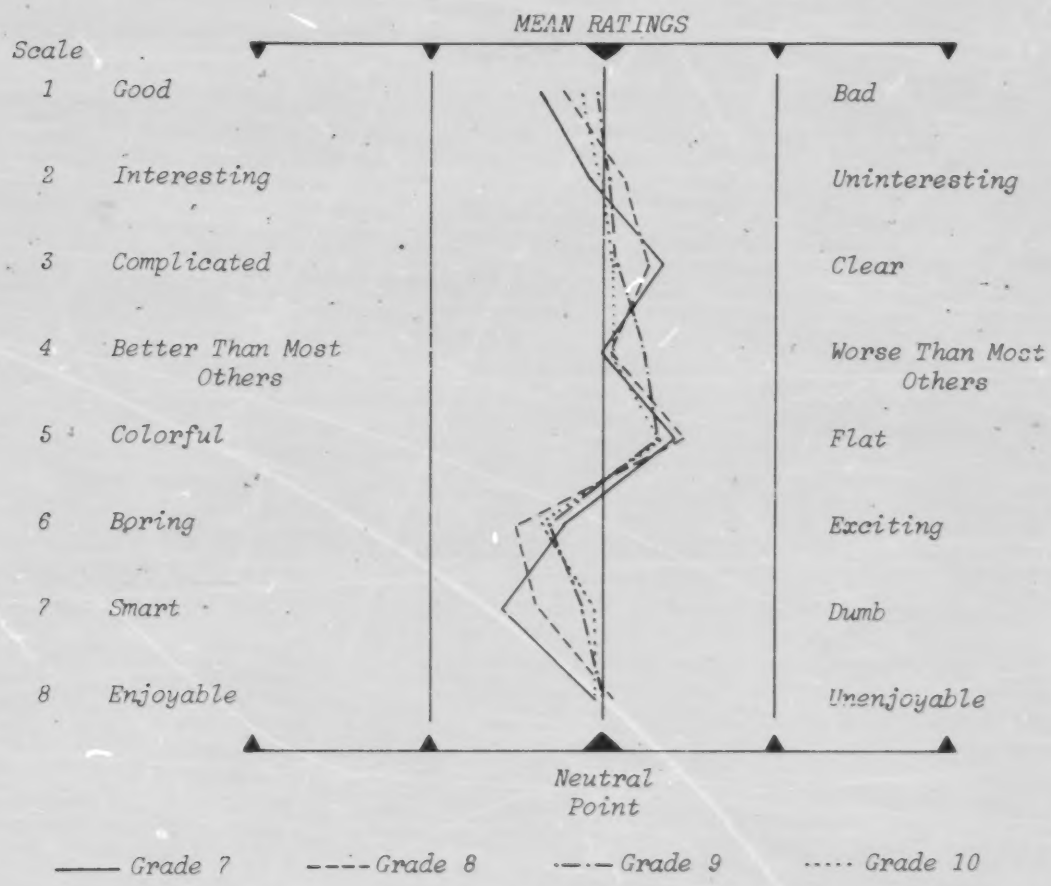


Although most of the mean ratings fall fairly close to the middle or neutral point of the scales, students as a group are inclined to regard English as 'useful', 'essential', 'good', 'interesting', 'well planned' and 'clear'. While the pattern of students' characterization of English is very similar across the grades, elementary students are generally more positive in their assessment than are secondary students. English, as a course, is apparently not a particularly favoured or disfavoured course for these students.

PART III B

In Part III B students were asked to characterize English textbooks by rating them on a semantic differential consisting of 8, 5-point, bi-polar scales. The mean ratings on each scale are plotted in Figure 17, separately by grade.

FIGURE 17 Mean student ratings, separately by grade, for the 8-item semantic differential relating to 'English textbooks'.



Most of the mean ratings fall quite close to the neutral point of the scales and there is little difference in the pattern of student responses as a function of grade level. In general, students tend to rate English textbooks as 'boring', 'flat', 'smart', 'clear' and 'bad'. They do not, however, rate them as much 'worse than most others'.

PART III C

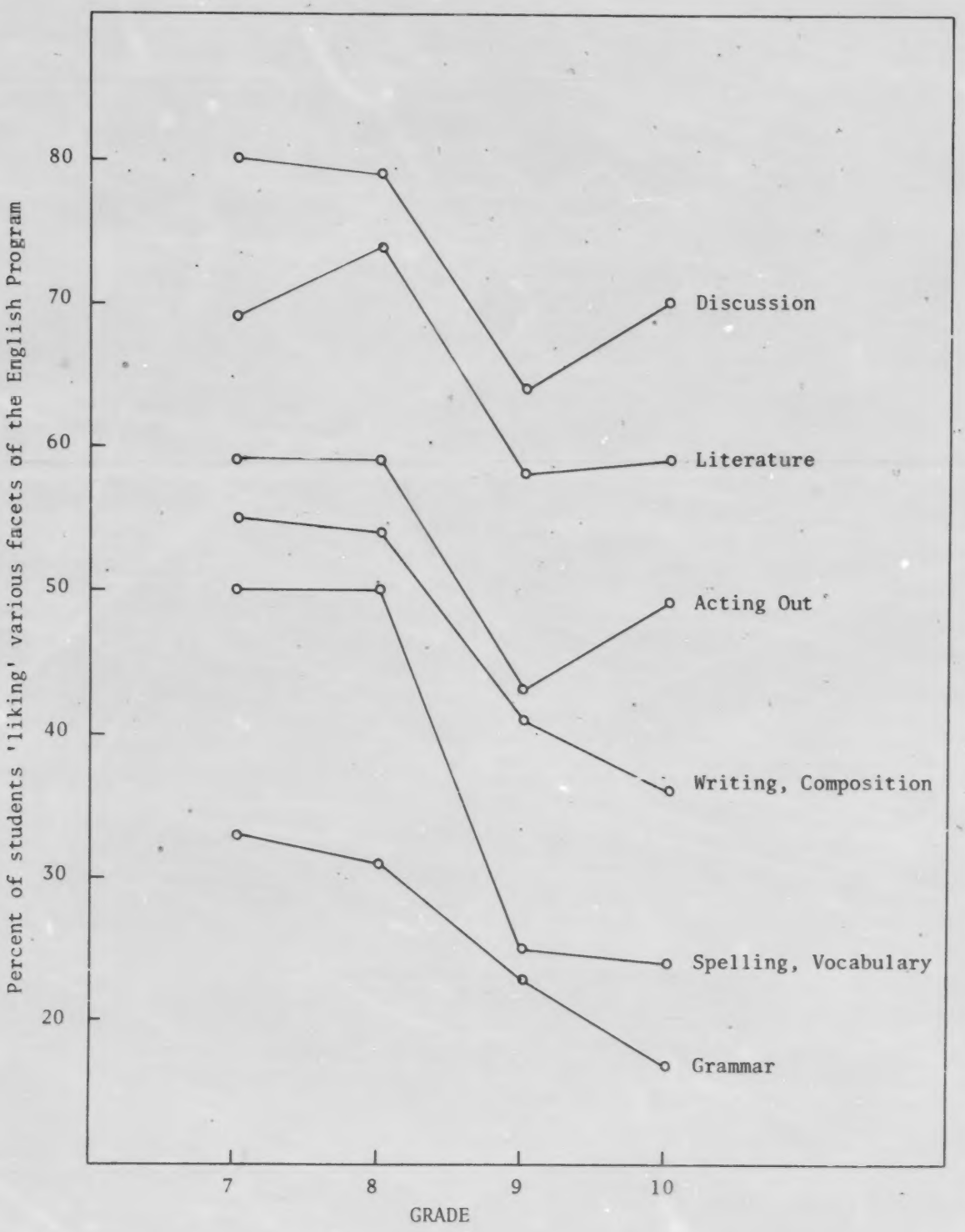
Section C of Part III of the attitude survey required students to rate each of six aspects of their English course on a 5-point, like-dislike scale. The percentage of students expressing a 'liking' for each aspect of the course was calculated by summing the responses of those students who checked either of the two scale points on the 'like' side of the neutral or mid-point of the scale. These percentages, calculated separately by grade and sex, are given in Table 18. The percentages of *all* students liking each facet of the English program are plotted, by grade, in Figure 18.

Table 18 Percent of Students, by Grade and Sex, Professing a 'Liking' for Various Facets of the English Program.

Facet of the English Program	Grade 7		8		9		10		Total 7 to 10	
	M	F	M	F	M	F	M	F	M	F
Literature (novels, stories, poems)	60	77	64	83	50	66	58	60	58	72
Writing and Composition	48	61	46	62	33	48	32	40	40	53
Spelling and Vocabulary	40	60	42	59	25	26	21	27	32	43
Grammar	29	36	22	40	18	27	18	16	22	30
Discussion	80	81	80	78	59	69	68	71	72	75
Acting Out	54	64	52	66	42	43	40	57	47	58
Average Percent	52	63	51	65	38	47	40	45	45	55

It is apparent from Figure 18 that, at all grade levels, students' relative preference for various aspects of the English program remains constant. Progressively smaller percentages of students like: discussions, literature, acting out, writing and composition, spelling and vocabulary, and grammar. It is also clear that smaller percentages of secondary students like all aspects of the program than do elementary students. This elementary to secondary decline seems to be more pronounced for the three least-liked facets of the program.

FIGURE 18 The Percent of Students Liking Various Facets of the English Program by Grade.



The data of Table 18 indicate that, with minor exceptions, a larger percentage of girls than boys, at all grade levels, express a liking for all aspects of the English program. In the case of 'literature', 'spelling and vocabulary', and 'grammar', the decline in the percentage of girls liking these areas is sufficiently dramatic to all but wipe out the boy-girl differences at the high school level.

It is apparent, therefore, that students' enjoyment of English varies dramatically with the particular aspect of the program being studied, that girls enjoy all aspects more than boys, and that secondary students enjoy all facets less than elementary students. These findings are, of course, quite consistent with those derived from Parts I and II of the survey.

PART IV

In Part IV of the questionnaire students were asked to indicate, for each of the six facets of the English program they had just rated on like-dislike scales, whether the amount of class time spent on each was 'not enough', 'about right' or 'too much'. The percentages of students giving each response for each program facet are presented, by grade and sex, in Table 19 in the order in which the facets were 'liked' by students.

It is evident from the data of Table 19 that more boys than girls feel they spend 'too much' class time on all aspects of the English course and, conversely, that fewer boys than girls think they don't spend enough time on them. It is also mostly true, in keeping with students' responses to the items of Part I, that fewer secondary than elementary students feel they are not spending enough time on each aspect of the English course.

Generally, students' wish to spend more time on an aspect of the course is correlated with their liking for it. For example, about 50% of all students feel that 'not enough' time is spent on 'discussion', the most liked facet of the course, whereas only about 25% of all students feel 'not enough' time is spent on 'grammar', the least liked aspect of the course.

The pattern of students' responses to 'spelling and vocabulary' and 'grammar' is somewhat different from the pattern of their responses to the other items. With respect to these two items students seem to become increasingly divided, a larger percentage of secondary than elementary students suggesting both that 'not enough' and 'too much' time is spent on them in class. With the other four items, if a larger percentage of students judge 'not enough' time is spent, a correspondingly lower percentage of students judge 'too much'. This seems to indicate that, in the case of 'spelling and vocabulary' and 'grammar', an increasing, though relatively small, percentage of students feel that more time should be spent on these subjects, even though they are least liked.

Table 19 Percentages of Students, by Grade and Sex, Who Indicated That the Amount of Time Spent on Six Facets of the English Program Was Either 'Not Enough', 'About Right', or 'Too Much'.

Grade	Not Enough		About Right		Too Much	
	Boys	Girls	Boys	Girls	Boys	Girls
	The amount of class time spent on *discussion* is...					
7	60	57	30	36	9	7
8	67	65	27	29	7	6
9	43	39	39	51	16	9
10	49	48	36	40	12	12
	The amount of class time spent on *literature* is...					
7	18	21	67	67	14	12
8	18	26	63	65	18	9
9	16	21	50	58	31	20
10	19	9	57	59	22	31
	The amount of class time spent on *acting out* is...					
7	59	68	25	22	16	8
8	60	75	19	21	21	4
9	35	42	38	38	24	19
10	30	47	41	39	25	13
	The amount of class time spent on *writing & composition* is...					
7	29	31	52	56	18	14
8	23	27	56	55	21	8
9	17	21	50	65	30	12
10	14	29	57	48	25	24
	The amount of class time spent on *spelling & vocabulary* is...					
7	12	14	63	69	25	16
8	14	17	68	67	18	16
9	22	27	44	52	32	19
10	24	33	46	45	27	21
	The amount of class time spent on *grammar* is...					
7	9	13	61	64	29	22
8	15	19	54	52	30	29
9	12	28	48	47	37	23
10	21	27	47	46	29	26

PART V

ATTITUDES AND AREA OF COURSE CONCENTRATION

In this section of the survey, secondary students were asked to indicate in which area (academic, commercial, technical, other) their courses were most heavily concentrated. Because the percentages of students concentrating in each area is related to their sex, and because there are known sex differences in attitudes toward English (Parts I & II), the data relating area of concentration to attitudes toward English were examined separately by sex. In each case, students were sorted into groups based on their area of concentration and their scores on the 15 factors isolated in Parts I & II of the survey compared using one-way analysis of variance and Scheffé tests.

Boys attitudes varied by area of concentration on only 2 of the 15 factors and the differences among groups were relatively small ($p < .05$). Boys concentrating in the academic program scored higher on Factor XII, access to literature, than the other groups. Boys in 'other' programs found English classes less relevant (Factor IV) than those in other groups.

Girls' attitudes varied significantly by area of concentration on 10 of the 15 factors and most of the differences were fairly marked, 8 of the 10 F ratios being very significant statistically. Although girls concentrating in commercial, technical and other programs did not differ often among themselves, they did respond quite differently than girls in the academic program. The 'academic' girls displayed the most positive attitudes of all groups on 3 of the 4 factors (I, VII & XII) related to attitudes toward reading and 5 of the 6 factors (II, III, IV, V, VII & IX) related to attitudes toward English classes. They were also the most likely to apply English skills in other areas (Factor XI).

ATTITUDES AND NUMBER OF ENGLISH TEACHERS

Elementary students were asked to indicate how many different teachers (1, 2 or 3) taught them various aspects of English during that academic year. Using their responses to this question, students were partitioned into three groups and their scores on the 15 factors derived from Parts I & II compared. Differences among the three groups were found on only 1 of the 15 factors, viz., insecurity in mastering English skills. Students who had three different English teachers were more confident of their skills than students who had either one or two different teachers. The difference, however, was slight and the size of the 'three-teacher' group relatively small (14% of all elementary students).

PART VI

In order to summarize students' opinions about the books they studied in literature, a simple count was made, separately by grade level, of each time a book was listed by the students as either liked or disliked.

The books were then listed in order of the number of nominations each received. (Although these lists are not included in this report, copies are available to the interested reader.)

Over 85% of students nominated one or more books as being liked. At any one grade level students as a group listed from 94 to 133 different books. However, no one book was listed as liked by more than 40 or 13% of students at any grade and about 90% of the books were nominated by fewer than 10 students.

About 72% of students listed one or more books as being disliked. At any one grade level they listed from 57 to 93 different disliked books. No one book, however, was listed by more than 19 or 7% of students at any grade level. Over 90% of the disliked books were characterized as such by fewer than 10 students.

It appears quite clear, therefore, that student tastes and preferences in literature vary widely and that no one limited selection of books could please the majority of students. It is perhaps reassuring that 85% of students liked at least one of the books they studied in literature classes.

Student responses to a request for suggestions for additions to, or deletions from the English program were tabulated under a series of arbitrary content categories developed by examining a sample of their responses. The percents of all responses represented by each suggestion for additions to the program were calculated, separately by grade level, and are presented in Table 20 (p.39). Similar calculations for suggested deletions are displayed in Table 21 (p.40).

The content of these two tables tends primarily to reflect students' responses to Parts I and II of the survey and will not, therefore, be commented upon further.

Students' responses to the request 'Tell us something.' provided a great range of amusing and instructive comments, most of which, however, represented elaborations or re-statements of opinions given in other parts of the questionnaire. A sampling of students' comments, unedited with respect to spelling, grammar, punctuation, etc., follows.

The English programme is good but it's to boring. Extra courses like drama or else a free period would be okay. It needs more zip to it. (grade 7)

English is one of my best subjects, but I feel that I could do better if we had one teacher, instead of three. They each have different oppinions, and they often overlap. (grade 8)

I think English is pretty good this year (grade 9)

I liked Mrs. X my English teacher. She was a panic and got her point across to us. (grade 9)

As you probably know, I love English. I wish to be a part time author when I grow up. I read books because I enjoy them not because I have to. Reading gives a good imagination but watching a stupid television doesn't. I don't see what people see in a T.V. It takes away the imagination. If you read books you can't become addicted to T.V. This is sort of a weird topic to tell you about but then, I'm just naturally odd, and I love it! (grade 10)

I like Literature better then English because English is to hard because of all the thinks you have to remeber in English (grade 7)

English is boring. it stincks. (grade 10)

English isn't to excieting, some of it is sensless. Grammar is boring & it drags on & on & on. I like writing stories & poems & having disscousions, which we do not do enough of, its always, Gramar & spelling. (grade 8)

I like most of the stuff except a couple of books and grammer (grade 10)

English stinks (grade 8)

I hate doing grammar every day when its so easy for me but all the rest of the class can't understand it. I have to sit through the teacher's boring explanation. (grade 7)

Hi! (grade 10)

Grammar is to hard to understand. (grade 8)

Grammar and writing and composition bore me to death. I would rather have more acting out and read way more novels that we are allowed to pick out ourselves. (grade 10)

I hate English (grade 8)

I think English is good to help other people to speak right and talk clearly. (grade 10)

English in our school is boring. For I feel that we do not write enough short stories or act out enough plays. Instead we have too much spelling. I think that boys and girls would enjoy this subject more if they do more what they want to do instead of having the teacher give us strict orders. (grade 8)

It depends on the teacher what kind of class its going to be. (grade 10)

I believe that students should be given a greater chance to show their creative ability in writing. If envolvement is nill the in take of knowledge will be also. (grade 8)

I don't think the lunch ours should be so short because bye the time I get hom I have aboat ten muniutes to eat. (grade 7)

The English program is pretty good as it is but it can be better (grade 10)

I believe that the English I study now is teaching me alot about life I think too, that the English teacher I have now is the best I've ever had and she makes English enjoyable and educational for us. (grade 9)

Table 20 Students' responses, by grade, to the question "What would you like to see added to the English program?", expressed as a percent of all responses given.

Student Response	Grade			
	7	8	9	10
Teacher	.3	1.0	3.8	2.9
Relevance, life, personal involvement	1.0	1.3	1.1	1.3
Sports stories	1.0			
Field trips	1.0	1.3	2.3	2.9
More time	1.4	2.3		
More time to write on your own topics	1.4			
Interesting assignments	1.7			
More interesting, mystery stories	1.7			
Reading in class	1.7			
Mass media, radio, TV, films	2.7	5.2	8.4	9.6
More reading books	2.7			
Poetry	2.7	2.9	1.5	5.8
Better texts and materials	3.8	4.2	.8	.3
Vocabulary, spelling, grammar	4.5	2.6	5.3	6.1
Composition and writing	7.2	5.8	4.9	5.1
Novels	10.3	1.6	12.9	11.2
Discussions	12.0	12.9	12.2	13.5
Acting and Plays	20.2	19.7	14.1	12.5
Nothing	22.6	15.2	8.7	7.7
Total suggestions	292	310	263	312
Number of students not responding	51	54	49	56

Table 21 Students' responses, by grade, to the question "What would you like to see deleted from the English program?", expressed as a percent of all responses given.

Student Response	Grade			
	7	8	9	10
Teacher	.4	1.2	8.5	8.6
Book reviews	.4	.0	3.4	2.7
Acting	.8	.8	8.5	6.6
Homework	1.6	.0	.9	1.6
Literature	2.0	2.8	.0	.8
Memory work	2.4	.8	2.1	1.6
Poetry	4.1	2.0	9.0	12.5
Spelling & vocabulary	4.9	5.3	5.1	3.5
Reading texts	9.3	8.1	8.1	8.9
Composition & writing	10.2	8.1	4.3	6.2
Grammar - detailed aspects	9.8	10.1	1.3	.0
Grammar - all	16.7	21.0	14.1	17.1
Everything	1.6	2.0	2.6	1.6
Nothing	28.9	26.7	12.0	10.1
Total suggestions	246	247	234	257
Number of students not responding	68	76	67	87

MAJOR FINDINGS

The main findings of this study, derived from the data contained in the 18 figures and 21 tables of this report, are summarized in point form below.

Attitudes Toward Reading

1. Students, especially girls, are fairly positive in their attitudes toward non-required reading. It appears to be an enjoyable pastime from which they gain something worthwhile.

The disconcerting drop in boys' enjoyment of reading at the high school level may be due to the increased competition it has with other attractive social activities and their concern with activities for establishing their masculine identity.

2. Roughly one-third of students tend to take a critical attitude toward their reading and have a significant personal involvement in it.

3. Popular reading seems to have more appeal for secondary students.

With regard to the newspaper: over 50% of students do read it; boys read it more than girls; the higher the grade level the more popular reading the newspaper becomes. These findings should be considered in future curriculum development.

4. Boys appear to subscribe to magazines more frequently than girls. There is a definite elementary-secondary shift in the reading interests of boys toward popular reading materials (magazines, newspapers) and away from more serious, hard-copy books.

Enjoyment of English Classes

1. Students probably enjoy English classes as well or better than they do most other classes.

2. Whereas boys' enjoyment of English classes tends to increase with grade level, there is a marked elementary to secondary decrease in girls' enjoyment of them.

3. Students appear to want a high degree of active participation in class activities, e.g. discussions, within an English classroom that has a warm, open atmosphere.

4. The pattern of students' responses to several items suggests that they respond more positively to the climate and methods used in the classroom than they do to the content (grammar, spelling, novels, etc.).

5. While a substantial majority of students feel that grammar is both useful and necessary, they find it distasteful. This 'unpleasantness' may be due to: repetition, unimaginative methodology, a prescriptive, latinate approach to grammar, the lack of a well-defined and understood language curriculum and a failure to transfer the 'rules' of writing successfully in practice.

6. About two-thirds of the students feel that English is useful, relevant and important.

7. Although girls consistently enjoy writing more than boys, there is a significant decrease in their enjoyment at the high school level. The

differential enjoyment of writing between boys and girls may be due to the particular stereotype associated with interest in English.

8. At the secondary level girls seem to find high marks difficult to attain and they are less pleased than their elementary counterparts with their accomplishments in English. This lessened 'achievement' may be partly responsible for secondary girls' decreased enjoyment of English.

English study tends to be perceived as a relatively satisfying experience.

9. A significant majority of students, especially secondary school girls, find literature content boring. About one-half of students feel that assigned writing topics are lacking in relevance and interest.

10. Over half of students find little transfer of words studied in vocabulary lessons to their working vocabulary.

11. Although an overwhelming majority of students regard correct spelling as useful and necessary, it is one of the least liked facets of the English program. A careful review of methods of teaching spelling is obviously in order.

12. Less than 50% of students consciously apply English writing skills when involved in writing activities unrelated to their English courses.

13. Although reading books apparently suffers in competition with watching television, television has not yet displaced reading as a student activity.

14. There is only a modest relationship between students' attitudes toward reading and their attitudes toward English classes.

Attitudes Towards Various Facets of English

1. Students have well-defined preferences for various facets of the English program. These preferences are constant throughout the grades.

2. Those parts of the program which are more likely to be taught mechanically and involve rote learning are least liked (spelling, vocabulary, grammar).

3. Parts of the English program which allow a high degree of student participation are liked best (discussion, literature, acting out).

4. While there is a general decline in 'liking' for all aspects of the program over the grade 7 to 10 span, the decline in liking is somewhat more pronounced for spelling, vocabulary and grammar.

5. Generally speaking, the more students like a particular facet of the English program, the more time they want to spend on it.

6. There is sufficient lack of consensus among students in their likes and dislikes of reading materials that no one selection of books for a course can please a majority of students. The implications of this finding for instruction in literature are very important.

Student Suggestions for Additions or Deletions

1. Students' response to the request for suggestions about additions to, or deletions from the English program show that secondary students have a less positive attitude toward English than elementary students.

This increasingly negative attitude may be related to: increased demands of the courses; a more critical attitude toward both teachers and courses, and a desire for more creative and imaginative teaching strategies.

SUMMARY

A questionnaire designed to assess students' attitudes toward various aspects of the English program was administered to a 10% random sample of students enrolled in grades 7 to 10 inclusive.

The results indicate marked differences in the attitudes of boys and girls and systematic trends across the grades. Many of the findings suggest the need for significant revisions in course content, emphasis and methodology.

INTERMEDIATE ENGLISH EVALUATION PROJECT PUBLICATIONS

Dickie, L. *Background and Plan for the Intermediate English Evaluation Project.* Board of Education, London, Ontario, 1974 (mimeo).

Dickie, L. & Rice, E. T. *Intermediate English Evaluation Project: Stating the Objectives.* Board of Education, London, Ontario, 1973 (mimeo).

Stennett, R. G., Dickie, L., Rice, E. T., Clift, G. & Waite, N. *Intermediate English Evaluation Project: Student Attitudes.* Board of Education, London, Ontario, 1973 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Survey of Teachers.* Board of Education, London, Ontario, 1974 (mimeo).

Males, S., Dickie, L., Rice, E. & Stennett, R. G. *Intermediate English Evaluation Project: Community Attitudes.* Board of Education, London, Ontario, 1973 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Survey of Student Achievement - Overview.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Reading - Student Attitudes and Achievement.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Writing - Student Attitudes and Achievement.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Listening.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Speaking.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Verbal Creativity.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Attitudes Revisited.* Board of Education, London, Ontario, 1974, (mimeo).

Latimer, R. D. *An Overview of the English Language Arts Programs - Intermediate Division, City of London Schools.* Ministry of Education, Ontario, 1973 (mimeo).

INTERMEDIATE ENGLISH EVALUATION PROJECT: SURVEY OF TEACHERS

R. G. Stennett & Lorna Isaacs

Educational Research Services

Research Report 74-05

This survey constitutes one of several major components in an overall evaluation plan designed to assess the current status of London's Intermediate English program and to produce recommendations for future developments in curriculum and methods. The project is led by a Central Committee[1] composed of the consultant in English, an administrator from Curriculum and Planning, elementary and secondary teacher representatives and support staff from Measurement and Evaluation and Research Services. Ad hoc subcommittees of educators have contributed to various aspects of the work.

After an initial series of organizational and planning meetings separate surveys were undertaken to assess community and student attitudes toward various facets of the Intermediate English program. A group of educators has devoted substantial effort toward defining and specifying the goals and objectives of the program in terms of the broad areas, as established by NCTE,[2] of Reading, Writing, Speaking and Listening. The current survey attempts to elicit English teachers' views and opinions. A fairly large-scale survey of student progress in achieving some of the major goals of the program will be completed during the spring term of 1974.

When all of the surveys have been completed, a larger and more broadly representative committee will be established to review all of the findings and formulate recommendations for the senior administration and Board of Education.

METHOD

Construction of the Teacher Survey

After an initial draft of the Survey had been created by the Central Committee, it was presented to a group of teachers[3] for critical review and editing. The edited version consisted of 30 items or sections, divided into three parts. Part I consisted of 14 items in terms of which teachers were able to describe briefly their backgrounds, experience, qualifications and situations. The 14 items of Part II enabled teachers: to describe their instructional activities in terms of the degree of emphasis they give to

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[1]Mr. L. Dickie, Mr. G. Sleightholm, Mr. N. Waite and Mr. G. Clift.

[2]National Council of Teachers of English

[3]The Committee would like to thank the following teachers who helped with this aspect of the project: Mrs. J. Bradford, Mrs. E. Holt, Mr. T. McClenaghan and Mr. J. Zeeman.

certain facets of the program; to rate the adequacy of instructional aids, and to express their attitudes about teaching English. In the final section teachers were simply asked to list the major strengths and weaknesses of the Intermediate English program.

In order to encourage as open and candid responding as possible, the teachers were not asked to identify themselves on the survey form.

Distribution of Survey and Returns

The survey was distributed near the end of November, 1973, via the school system's own mail service, to all teachers teaching English in all grades from 7 to 10 inclusive. A followup mail request for return of the questionnaires was made in mid-December, 1973. In addition, verbal requests were made when possible by Central Committee members through department heads or other school-level representatives. One hundred and ninety-five or 58% of the 339 forms distributed were returned. The return rate was slightly higher at the secondary (74/117 or 63%) than at the elementary (119/222 or 54%) level, possibly because of the greater ease of contacting teachers informally at the secondary level.

Data Handling and Analysis

Data from the survey forms were coded, punched into data cards and tabulated by computer. Teachers' written comments concerning the strengths and weaknesses of the program were assigned to broad content categories developed from an examination of their responses.

The basic statistical procedures consisted of calculating means, standard deviations and percentage frequency distributions for each of 124 variables, separately for elementary and secondary teachers and for all teachers. In addition, 80 variables were intercorrelated using data for all teachers.

RESULTS

Since the major purpose of this paper is simply to describe the characteristics, teaching styles and attitudes of Intermediate English teachers, the results will be presented in tabular form with a minimum of interpretation. When fairly obvious patterns of responding are evident in the data, they will be called to the reader's attention.

Because all teachers did not answer all questions or every part of each question, the number of cases on which the various calculations were made varies. For this reason the number (N) as well as the percentage of teachers giving each response to each part of each survey question is provided in most tables. Since there are differences in the situations of

elementary (grades 7 and 8) and secondary (grades 9 and 10) teachers, the tables generally give the results separately for each group as well as for both groups combined.

CHARACTERISTICS, SITUATIONS AND PROFESSIONAL ACTIVITIES

Experience

Table 1 gives the breakdown of the faculty teaching Intermediate English by sex, separately for elementary and secondary levels. The relatively large percentage of teachers who did not respond to this item is due in part to a fault in the format of the survey form as well as a feeling expressed by some respondents that this information was irrelevant.

It is apparent from these data that Intermediate English is taught primarily by men (75%) and that the proportion of men teachers is somewhat higher at the elementary (84%) than at the secondary level (62%).

All of the statistically significant correlations between sex and other items in the survey are quite small (.17 to .28) and represent only very slight relationships.

TABLE 1 Number and Percentage of Teachers by Sex, Separately for Elementary and Secondary Levels.

	Elementary		Secondary		Total	
Sex	N	%	N	%	N	%
Male	84	69	37	50	121	62
Female	16	13	23	31	39	20
No Response	21	17	14	19	35	18
Total	121	99	74	100	195	100

Table 2 gives a breakdown of teachers by the grade(s) at which they are currently teaching. A somewhat larger proportion of secondary teachers teach at more than one grade level than do elementary teachers, but the difference is not large (45% vs 35%).

Table 3 shows the grade levels at which teachers have taught during their careers. Although English teachers have had most of their experience in the panel in which they are currently teaching, a fairly significant percentage of secondary teachers have also had experience at the elementary level. In contrast, very few elementary teachers have had secondary school teaching experience.

TABLE 2 Number and Percentage of Teachers by Grade(s) Taught.

Grade(s) Taught	Elementary		Secondary		Total	
	N	%	N	%	N	%
7	37	31			37	19
7 & 8	42	35			42	22
8	42	35			42	22
9			22	30	22	11
9 & 10			33	45	33	17
10			19	26	19	10
Total	121	101	74	101	195	101

TABLE 3 Teachers Experience in Terms of the Grades They Have Taught During Their Careers.

Grades Taught	Elementary		Secondary	
	N	%	N	%
K	3	2.5	1	1.4
1	22	18.2	3	4.1
2	23	19.0	5	6.8
3	31	25.6	6	8.1
4	50	41.3	6	8.1
5	87	71.9	9	12.2
6	113	93.4	11	14.9
7	120	99.2	13	17.6
8	110	90.9	13	17.8
9	6	5.0	72	97.3
10	4	3.3	73	98.6
11	1	.8	64	86.5
12	1	.8	59	79.7
13	1	.8	37	50.0

As the data of Table 4 indicate, Intermediate English teachers average about 9 years English teaching experience with fewer than 25% having taught less than five years. Elementary teachers have been teaching English somewhat longer on the average (10.19 years) than secondary teachers (7.26 years) and there are proportionally fewer elementary (16%) than secondary (39%) teachers with less than five years experience teaching English.

TABLE 4 Number and Percent of Teachers by Years of Teaching English, Separately for Elementary and Secondary School.

Years of Teaching English	Elementary		Secondary		Total	
	N	%	N	%	N	%
1, 2	8	7	13	18	21	11
3, 4	10	9	15	21	25	13
5, 6	16	14	12	17	28	15
7, 8	19	16	8	11	27	14
9, 10	16	14	10	14	26	14
11, 12	12	10	4	6	16	8
13, 14	15	13	6	8	21	11
15, 16	5	4	1	1	6	3
17, 18	7	6	1	1	8	4
19, 20	4	3	0	0	4	2
>20	6	5	3	4	9	5
Average	10.19		7.26		9.03	

Specialization

Table 5 gives a distribution of teachers by current or intended major subject area. It is quite obvious that while the majority (89%) of secondary teachers who teach English major in that area, only a minority of elementary teachers (23%) do.

TABLE 5 Number and Percent of Teachers by Major Subject Area

Major Subject Area	Elementary		Secondary		Total	
	N	%	N	%	N	%
English	26	23	66	89	92	49
Geography	21	18	1	1	22	12
History	14	12	2	3	16	8
Physical Education	11	10	1	1	12	6
Science	12	11	0	0	12	6
Mathematics	5	4	0	0	5	3
Modern Languages	1	1	3	4	4	2
Music	3	3	0	0	3	2
Art	3	3	0	0	3	2
No Specialization	10	9	0	0	10	5
Other	8	7	1	1	9	5

Table 6 gives the number and percent of teachers by the subjects they are teaching this academic year and Table 7 summarizes these data to highlight the extent to which teachers' instructional work is concentrated in English. It is quite apparent that, while most secondary teachers (82%) involved in English instruction teach only that subject, almost all elementary teachers provide instruction in other subjects as well. Over three quarters of the elementary teachers teach both mathematics and English.

TABLE 6 Number and Percent of Teachers by Subjects Taught During the 1973-74 Academic Year

Subjects Taught This Year	Elementary		Secondary		Total	
	N	%	N	%	N	%
English	121	100.0	74	100.0	195	100.0
Mathematics	92	76.0	1	1.4	93	47.6
Geography	43	35.5	1	1.4	44	22.5
P.E.	41	33.9	2	2.7	43	22.1
History	40	33.1	3	4.1	43	22.1
Science	38	31.9	0	0.0	38	19.5
Art	35	28.9	0	0.0	35	17.9
Music	11	9.1	0	0.0	11	5.6
Moderns	8	6.6	2	2.7	10	5.1
Other	2	1.7	2	2.7	4	2.0

TABLE 7 Distribution of Teachers by the Degree to Which Their Instructional Work is Concentrated on Teaching English.

Concentration On Teaching English	Elementary		Secondary		Total	
	N	%	N	%	N	%
English & 3 or more subjects	57	47.1	2	2.7	59	30.3
English & 2 other subjects	35	28.9	0	0.0	35	18.0
English & 1 other subject	28	23.1	11	14.9	39	20.0
English Only	1	.8	61	82.4	62	31.7

Table 8 gives teachers' estimates of the amount of time they devote to English instruction each day. These data reflect the degree of specialization in instructional activity evident in Tables 6 and 7. It is also apparent that elementary students are exposed to considerably more instruction in English per day than are secondary students.

TABLE 8 Distribution of Teachers in Terms of Their Estimates of the Amount of Instructional Time Devoted to English Each Day.

Minutes/Day Teaching English	Elementary		Secondary		Total	
	N	%	N	%	N	%
0 - 30	1	0.8	0	0.0	1	0.5
31 - 60	20	16.9	2	2.7	22	11.5
61 - 90	53	44.9	5	6.8	58	30.2
91 - 120	26	22.0	1	1.4	27	14.1
121 - 150	3	2.5	1	1.4	4	2.1
151 - 180	7	5.9	5	6.8	12	6.3
181 - 210	3	2.5	3	4.1	6	3.1
211 - 240	0	0.0	57	77.0	57	29.7
>240	5	4.1	0	0.0	5	2.5
Average	103.42		213.78		145.96	

Qualifications

Table 9 gives a distribution of teachers by highest certificate held and Table 10 shows their additional qualifications. The number and percent of teachers having various types of administrative responsibilities are shown in Table 11.

TABLE 9 Distribution of Teachers by Highest Certificate Held

Elementary			Secondary		
Teaching Certificate	N	%	Teaching Certificate	N	%
Standard 1	1	0.8	Interim B	3	4.1
Standard 2	9	7.4	Permanent B	23	31.1
Standard 3	26	21.5	Interim A	12	16.2
Standard 4	85	70.2	HSS	36	48.6
Totals	121	99.9	Totals	74	100.0

TABLE 10 Distribution of Teachers by Additional Qualifications

Additional Qualifications	Elementary		Secondary		Total	
	N	%	N	%	N	%
Department Certificate in Language Arts, Theatre Arts, Drama, University English Courses B.A., M.A., M.Ed.	26	22	15	21	41	21
Public Speaking, T.V., Film, Library, Reading, Department Certificate in English	6	5	6	8	12	6
None	89	74	52	71	141	73

TABLE 11 Number and Percent of Teachers Having Various Administrative Responsibilities.

Administrative Responsibilities	Elementary		Secondary		Total	
	N	%	N	%	N	%
Principal	3	2.5	0	0.0	3	1.5
Vice-Principal	21	17.4	0	0.0	21	10.7
Department Head	3	2.5	6	8.1	9	4.6
Assistant Head	0	0.0	11	14.9	11	5.6
Other	11	9.1	7	9.5	18	9.2

Professional Activities

Table 12 shows the number and percent of teachers belonging to various English-related professional organizations. Apparently only a small minority of Intermediate English teachers participate in such organizations.

TABLE 12 Number and Percent of Teachers Belonging to Various English-Related Professional Organizations.

Membership in Professional Organizations	Elementary		Secondary		Total	
	N	%	N	%	N	%
Ontario C.T.E.	0	0.0	9	12.2	9	4.6
National C.T.E.	1	0.8	3	4.1	4	2.0
Canadian C.T.E.	1	0.8	9	12.2	10	5.1
International Reading Assoc.	5	4.1	4	5.4	9	4.6

The extent and patterning of teachers' reading of various English-related periodicals is shown by the data of Table 13. A tabulation of the number of different periodicals read regularly by teachers is given in Table 14.

TABLE 13 Number and Percent of Teachers Regularly Reading Various English-Related Periodicals.

Periodicals Read Regularly	Elementary		Secondary		Total	
	N	%	N	%	N	%
Elementary English	12	9.9	0	0.0	12	6.2
Media & Methods	0	0.0	9	12.2	9	4.6
Monday Morning	14	11.6	7	9.5	21	10.8
English Exchange	1	0.8	20	27.0	21	10.8
English Journal	2	1.7	23	31.1	25	12.8
Reading Teacher	12	9.9	4	5.4	16	8.2
Other	5	4.2	12	16.2	17	8.7

TABLE 14 Distribution of Teachers by the Number of Different English-Related Periodicals They Read Regularly.

No. of Periodicals Read Regularly	Elementary		Secondary		Total	
	N	%	N	%	N	%
0	88	72.7	34	45.9	122	62.5
1	22	18.2	18	24.3	40	20.5
2	9	7.4	16	21.6	25	12.8
3	2	1.7	3	4.1	5	2.6
4	0	0.0	2	2.7	2	1.0
>4	0	0.0	1	1.4	1	.5

Table 15 gives the average number of fiction and non-fiction books read each year, separately for elementary and secondary teachers. While secondary teachers read somewhat more than elementary teachers do, both groups obviously do considerable reading, a substantial portion of which consists of non-fiction works.

TABLE 15 Average Number of Fiction and Non-fiction Books Read Per Year by Elementary and Secondary Teachers.

Average Number of Books Read Each Year	Elementary	Secondary
Fiction	15.38	25.01
Non-fiction	10.78	11.51
Total	24.55	34.37

As the data of Table 16 indicate, the majority (62%) of elementary teachers do not feel they are able to attend as many in-service training sessions as they would like. Although most secondary teachers (58%) feel they are able to attend enough in-service sessions, a significant minority do not. Over half of all teachers feel a need for more in-service training.

TABLE 16 Teachers' Responses to the Question: 'Are you able to attend as many English in-service training sessions as you would like?'

Ability to Attend Sufficient English In-Service Sessions	Elementary		Secondary		Total	
	N	%	N	%	N	%
Yes	41	38.3	38	57.6	79	45.6
No	66	61.7	28	42.4	94	54.4

INSTRUCTIONAL ACTIVITIES AND ATTITUDES

Availability of Teaching Aids

Teachers' ratings of the availability of 14 different teaching aids are given in Table 17, separately for elementary and secondary levels. The teaching aids are listed in this table in the approximate order in which they were rated by all teachers as adequate.

Elementary and secondary teachers availability ratings are fairly similar with respect to all but five of the teaching aids listed. A substantially larger percentage of elementary than secondary teachers rate the availability of professional journals, textbooks, supplementary reading materials, newspapers and ETV as inadequate.

TABLE 17 Percent of Teachers Giving Each of Three Availability Ratings (Inadequate, Barely Adequate, Adequate) to 14 Different Teaching Aids, Separately for Elementary and Secondary Levels.

Type of Teaching Aid	Availability					
	Inadequate		Barely Adequate		Adequate	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Access to Principal or Vice-Principal	1.8	*5.6*	6.3	*12.5*	91.9	*81.9*
Audio-Visual	5.1	*1.4*	8.5	*10.8*	86.4	*87.8*
Access to Department Head	33.3	*2.9*	20.0	*0.0*	46.7	*97.1*
Library or Resource Center	2.5	*6.8*	13.6	*13.5*	83.9	*79.7*
L.M.C.	13.6	*10.9*	15.5	*7.8*	70.9	*81.3*
Professional Journals	17.1	*9.1*	25.7	*10.6*	57.1	*80.3*
Textbooks	16.5	*2.7*	33.0	*16.2*	50.4	*81.1*
Access to Consultant	20.7	*22.1*	15.9	*16.2*	63.4	*61.8*
Access to Interest/ Study Groups	28.4	*11.3*	26.9	*17.7*	44.8	*71.0*
Ministry Curriculum Guidelines	24.0	*20.4*	24.0	*20.4*	52.0	*59.3*
E.T.V.	34.6	*16.4*	17.3	*11.9*	48.1	*71.6*
Newspaper	37.5	*12.1*	17.3	*13.6*	45.2	*74.2*
Supplementary Reading Materials	39.1	*18.9*	19.1	*18.9*	41.7	*62.2*
Access to Steering Committees	32.7	*21.3*	32.7	*21.3*	34.6	*57.4*

Grouping, Instructional Techniques and Program Emphasis

Teachers were asked to estimate the percentage of the time they divide their English classes into ability or achievement subgroups for instruction. Their responses, summarized in Table 18, indicate that grouping for instruction is done by a majority (75%) of teachers for 25% or less of the time. Grouping is apparently a somewhat more frequent practice at the elementary level, perhaps in part because at least some high school classes are already partially 'grouped' by students' choice of level four or level five programs.

TABLE 18 Teachers' Estimates of the Percentage of Time They Divide Their Classes Into Subgroups for Instruction.

% of Time Classes Divided Into Groups For Instruction	Elementary		Secondary		Total	
	N	%	N	%	N	%
0 - 10	45	39.8	38	52.1	83	44.6
11 - 25	34	30.1	23	31.5	57	30.6
26 - 50	18	15.9	8	11.0	26	14.0
51 - 75	10	8.8	1	1.4	11	5.9
>75	6	5.3	3	4.1	9	4.8

Teachers' estimates of the frequency with which they use 12 different instructional techniques are summarized in Table 19a. The techniques are listed according to their approximate frequency of use by all teachers, e.g., questioning is the most frequently, and field trips the least frequently used technique. Table 19b gives a distribution of the number of different techniques teachers reported using frequently. It is apparent from the data of these two tables that teachers use a wide variety of instructional methods at both elementary and secondary levels, with considerable reliance on questioning and class discussion.

Table 20 gives the average percent of time teachers estimated they devote to five major components of the Intermediate English curriculum. Both elementary and secondary teachers spend approximately the same time on composition (18%) and vocabulary (7%). Secondary teachers spend relatively more time on literature and elementary teachers relatively more time on grammar and spelling.

Teachers were asked to evaluate the personal difficulty they encounter in teaching each of the five areas considered in Table 20 by rank ordering them. The percentages of teachers giving each rank to each area are given in Table 21. It is apparent from these data that: secondary teachers are most comfortable teaching literature and much more so than are elementary teachers; secondary teachers find teaching grammar and spelling the most difficult, whereas elementary teachers are moderately comfortable teaching these two areas; elementary teachers rate grammar as the least

difficult subject to teach and apparently have considerably less trouble with it than secondary teachers; both groups put vocabulary in the intermediate range of difficulty. A comparison of the data in Tables 20 and 21 suggests that teachers may devote slightly less time to those areas which they find most difficult to teach.

TABLE 19a Teachers' Estimates of the Frequency With Which They Use Various Instructional Techniques.

Instructional Technique	Extent of Use					
	Never		Occasionally		Frequently	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Lecture	23.7	26.8	67.5	70.4	8.8	2.8
Questioning	0.8	1.4	12.4	8.1	86.8	90.5
Class Discussion	0.0	1.4	16.7	20.5	83.3	78.1
Dramatization	16.0	5.4	74.8	85.1	9.2	9.5
Small Group Discussion	4.3	5.5	72.6	72.6	23.1	21.9
Field Trip	46.6	54.8	50.9	45.2	2.6	0.0
Seminar	59.8	27.4	36.4	60.3	3.7	12.3
Film	10.8	9.5	77.5	81.1	11.7	9.5
Reading Lab	28.3	45.7	50.4	22.9	21.2	31.4
E.T.V.	41.6	24.7	54.0	67.1	4.4	8.2
Independent Study	6.8	31.9	70.1	54.2	23.1	13.9
Instructional Game	28.8	29.0	63.1	58.0	8.1	13.0

TABLE 19b Number of Different Instructional Techniques Used Frequently.

Number of Different Techniques Used Frequently	Elementary		Secondary		Total	
	N	%	N	%	N	%
0, 1	13	10.8	13	17.6	26	13.3
2	41	34.2	23	31.1	65	33.2
3	39	32.5	20	27.0	59	30.1
4	16	13.3	9	12.2	25	12.8
> 4	11	9.1	9	12.2	21	10.7
Average	2.82		2.77		2.81	

TABLE 20 Mean Percent of Estimated Class Time Devoted to Five Major Components of the Curriculum.

Mean % of Class Time Devoted to....	Elementary	Secondary	Total
Literature	37.95	57.48	45.65
Composition	19.23	17.97	18.72
Grammar	18.57	12.34	16.06
Spelling	15.86	5.10	11.59
Vocabulary	6.48	7.72	7.00

TABLE 21 Percentages of Teachers Giving Each Rank Order of 'Difficulty in Teaching' to Five Subject Areas, Separately for Elementary and Secondary Levels.

Subject Area	Rank Order of Difficulty in Teaching									
	1 Most Difficult		2		3		4		5 Least Difficult	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Composition	43.6	19.0	21.8	27.0	17.3	14.3	10.0	33.3	7.3	6.3
Grammar	18.7	40.6	15.9	17.2	16.8	29.7	23.4	10.9	25.2	1.6
Literature	14.0	4.8	30.8	4.0	21.5	8.1	17.8	16.1	15.9	66.1
Spelling	12.5	34.5	21.2	22.6	16.3	17.2	30.8	13.8	19.2	12.1
Vocabulary	15.2	34.5	17.4	31.3	33.7	28.1	16.3	25.0	17.4	6.3

Assignments and Requirements

Teachers were asked to estimate the frequency with which they give seven different kinds of assignments to their classes. Their responses are summarized in Table 22, in which the assignments are listed from most to least frequently given by all teachers. There are some similarities and differences between elementary and secondary teachers in the frequency with which they give various assignments. For example, elementary teachers require their students both to write a creative composition and memorize poetry more frequently than secondary teachers do.

TABLE 22 Percentage of Teachers Giving Each of Seven Types of Assignment at Five Different Levels of Frequency.

Type of Assignment	Frequency With Which Assignment is Given									
	2 or >2/week		1/week		1/month		1/term		Never	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Preparation of a Book Report	0.0	0.0	1.8	0.0	20.0	31.9	40.9	55.6	37.3	12.5
Participation in a Field Trip	0.0	0.0	0.0	0.0	5.7	0.0	46.7	36.2	47.6	63.8
Memorization of a Selection of Poetry	0.9	0.0	0.9	0.0	17.9	7.0	37.5	18.3	42.9	74.6
Participation in an Instructional Game	2.0	1.5	14.1	10.3	26.3	19.1	26.3	42.6	31.3	26.5
Writing a Creative Composition	21.6	4.3	66.4	41.4	10.3	42.9	0.9	10.0	0.9	1.4
Writing Answers To Literature Questions	43.6	43.2	44.4	47.3	9.4	6.8	1.7	0.0	0.9	2.7
Researching and Reporting on a Topic	6.1	1.4	15.7	4.2	50.4	36.6	23.5	50.7	4.3	7.0

TABLE 23 Percentages of Teachers Making Each of Six Types of Requirements of Students in English Classes at Five Levels of Frequency.

Type of Requirement	Frequency With Which Requirement is Made									
	2 or >2/week		1/week		1/month		1/term		Never	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Giving a Speech to the Class	0.0	2.8	0.9	1.4	7.1	7.0	80.4	49.3	11.6	39.4
Leading a Class Discussion	1.8	0.0	4.6	5.6	20.2	19.7	46.8	40.8	26.6	33.8
Taking Part in a Play	0.0	0.0	1.8	0.0	6.1	33.8	78.9	57.7	13.2	8.5
Reading Aloud in Class	8.0	12.5	43.4	34.7	33.6	33.3	10.6	12.5	4.4	6.9
Reciting Poetry	0.9	0.0	7.3	5.6	20.9	16.9	35.5	25.4	35.5	52.1
Taking Part in a Debate	4.7	0.0	5.7	5.9	26.4	16.2	46.2	42.6	17.0	35.3

Teachers' responses to the request to estimate the frequency with which they make six different requirements of students in their English classes are summarized in Table 23. The requirements are listed in Table 23 from most frequently required to least frequently required by all teachers. As in the case of assignments, there are differences in the pattern of requirements between elementary and secondary levels. For example, elementary teachers are more likely to require students to recite poetry and give a speech to the class than are secondary teachers.

Attitudes Toward English

Teachers' responses to questions related to four facets of their attitudes or opinions toward English are summarized in Tables 24a, b, c and d.

The data of Table 24a indicate that the majority of teachers feel that English is regarded as at least or more important than other subjects in their schools. Elementary teachers are much more inclined to feel that English has special importance in their schools than are secondary teachers.

Teachers' ratings of the relevance of the content of the English program to the current needs and interests of students are summarized in Table 24b. Most teachers feel English is of average or high relevance, with secondary teachers more positive in their evaluation than elementary teachers.

Teachers' responses to a question about their enjoyment in teaching English are summarized in Table 24c. The great majority of all teachers (94%) like to teach English as well or better than other subjects. Secondary teachers, however, are much more enthusiastic than elementary teachers; 85% of secondary teachers indicated that they 'enjoy teaching English and would rather teach it than any other subject' whereas only 18% of elementary teachers checked this alternative.

Teachers' confidence in their ability to teach English was estimated by their responses, summarized in Table 24d, to a single, multiple choice item. The great majority (87%) of all teachers feel they are as capable, or more capable of teaching English as they are any other subject. A significant minority (13%) don't feel they have been adequately prepared. Secondary teachers are considerably more confident than elementary teachers.

Teachers' responses to the four attitude items reported in Table 24 were intercorrelated. The only substantial correlation (.53) was between teachers' enjoyment of teaching English and their confidence in their ability to teach it. It appears that, in general, teachers who have specialized in English are more confident and enjoy teaching English more than teachers who are not English specialists.

TABLE 24 Teacher Attitudes and Opinions About English

TABLE 24(a)

Treatment of English in Your School	Elementary		Secondary		Total	
	N	%	N	%	N	%
...always treated as most important	16	13.3	3	4.3	19	9.9
...most often treated as most important	58	48.3	15	21.4	75	39.1
...treated just like any other subject	35	29.2	32	45.7	67	34.9
...occasionally treated as most important	8	6.7	14	20.0	22	11.5
...rarely treated as most important	3	2.5	6	8.6	9	4.7

TABLE 24(b)

Relevance of Content of English Program to Current Interests and Needs of Students	High		Average		Low	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
	18.6	35.2	73.7	63.4	7.6	1.4

TABLE 24(c)

Feeling About Teaching English	Elementary		Secondary		Total	
	N	%	N	%	N	%
...rather teach almost anything else	9	7.6	2	2.7	12	6.2
...like to teach English as well as anything else	89	74.8	9	12.2	98	50.5
...enjoy and rather teach it than anything else	21	17.6	63	85.1	84	43.3

TABLE 24(d)

Confidence in Ability To Teach English	Elementary		Secondary		Total	
	N	%	N	%	N	%
...haven't been adequately prepared	21	17.6	4	5.5	25	13.0
...as good as in any other subject	51	42.9	6	8.2	57	29.5
...quite confident	47	39.5	63	86.3	111	57.5

Exchange of Ideas

Teachers were asked to rate the degree to which there is a useful exchange of ideas about the English program within and between schools in their 'family'. Their responses are shown in Table 25.

Although a majority of both elementary (67%) and secondary (93%) teachers indicate that there is an 'adequate' or 'good' exchange of ideas about the English program among teachers in their school, a third of elementary teachers rate the exchange as 'unsatisfactory'. The majority of teachers (80-85%) feel that the exchange of ideas among elementary schools in their family and between the secondary school and its' feeder elementary schools is 'unsatisfactory'.

TABLE 25 The Percent of Teachers Giving Each of Three Ratings of the Degree to Which There is a Useful Exchange of Ideas About the English Program Within and Between Schools.

Degree to Which a Useful Exchange of Ideas About the English Program....	Good		Adequate		Unsat-isfactory	
	Elemen-tary	Secon-dary	Elemen-tary	Secon-dary	Elemen-tary	Secon-dary
...among teachers in your school	24.8	*66.2*	41.9	*27.0*	33.3	*6.8*
...among elementary schools in your family	2.7	*0.0*	18.9	*12.1*	78.4	*87.9*
...between secondary school and its feeder elementary schools in your family	0.9	*4.3*	12.8	*11.6*	86.2	*84.1*

STRENGTHS AND WEAKNESSES

In this free-response part of the survey teachers were asked to describe the major strengths and weaknesses of the course they were presently teaching in Intermediate English. In order to summarize these data content categories were developed from a reading of all teachers' responses and then each strength or weakness listed by teachers was assigned to one of the categories. The number and percent of times each type of strength or weakness was given are shown, separately for elementary and secondary teachers, in Tables 26 and 27. The content categories for strengths and weaknesses, along with paraphrased examples of the kinds of responses given by teachers are given in Appendix A. It is fairly obvious from these data that there is considerable variability in teachers' evaluations of the strengths and weaknesses of the Intermediate English program. Whereas some teachers see the many and varied resources available to them as a strength of the program, a substantial number see inadequate resources as a major weakness.

TABLE 26 Number and Percent of Times Teachers Gave Each of Five Different Types of Strength of the English Program.

Area Of Strength	Elementary		Secondary		Total	
	N	%	N	%	N	%
Definition	1	1.7	2	3.2	3	2.4
Organization	13	22.0	14	21.9	27	22.0
Resources	20	33.9	13	20.3	33	26.8
Emphasis	23	29.0	34	53.1	57	46.3
Methods	2	3.4	1	1.6	3	2.4

TABLE 27 Number and Percent of Times Teachers Gave Each of Five Different Types of Weakness of the English Program

Area Of Weakness	Elementary		Secondary		Total	
	N	%	N	%	N	%
Definition	10	8.3	5	7.5	15	8.0
Organization	22	18.3	18	26.9	40	21.4
Resources	62	51.7	20	29.9	82	43.9
Emphasis	17	14.2	19	28.4	36	19.3
Methods	9	7.5	5	7.5	14	7.5

SUMMARY

A questionnaire consisting of 30 items was distributed to all teachers in grades 7 to 10 inclusive who currently teach English and returned by 58% of them.

The results, presented primarily in tabular form, were considered in terms of the following areas: teacher characteristics, situations and professional activities; instructional activities and attitudes; assignments given to, and requirements made of students; teacher attitudes; exchange of ideas among teachers and schools, and strengths and weaknesses of the English program.

There are fairly marked differences between the situations, training and attitudes of elementary and secondary English teachers. Teachers exhibit a substantial degree of consensus on certain issues and are somewhat divided on others. The attitudes and opinions expressed by the teachers have some fairly direct implications for improvements in the English curriculum.

MAJOR FINDINGS

A review of the data displayed in the 27 tables of this report reveals the following major findings:

1. The majority of intermediate English teachers have had most of their experience at the grade level at which they are currently teaching. This fact implies that it may be difficult for them to develop an adequate conception of where and how their contribution fits into the entire K-13 English curriculum. This problem may be especially acute across the elementary to secondary transition.

2. The faculty involved in teaching intermediate English is both well qualified and experienced.

3. Unlike the situtation in secondary schools, fully three-quarters of elementary teachers of English do not perceive themselves as specialists in this subject. This fact has a number of important implications requiring further investigation. Among others, it raises the issue as to whether special measures are required to encourage elementary teachers to specialize in English, with the ultimate goal of ensuring at least one English 'specialist' in each elementary school.

4. The nature of teachers' assignments in the elementary panel makes it difficult to provide concentrated attention on English. This problem is much less acute in most other subject areas, e.g., music, French. The implication of current staffing practice is that there is no need for specialized training of elementary faculty who teach English.

5. A significant number of elementary administrators teach English.

6. Teacher participation in English-oriented professional organizations is alarmingly meagre. This suggests a definite need to develop special incentives to increase participation and professional growth.

7. The majority of faculty teaching intermediate English feels need for more inservice training in this subject than it is currently receiving. This need is felt most acutely in the elementary panel.

8. Generally speaking, the human and material resources necessary to support the English program are least adequate in the elementary panel. The major needs seem to be: (a) texts and supplies at the elementary level (b) access to study, interest and steering groups in both elementary and secondary panels, and (c) professional journals and reading material at the elementary level.

9. "Teacher-centred" methods are the most frequently used instructional techniques. Students receive the great majority of their instruction in class-level groups, especially at the secondary level.

10. There is a significant shift in the amount of instructional time devoted to "skills" versus "literature" as one goes from the elementary to the secondary panel. This shift in emphasis seems to be related to the differing degrees of confidence elementary and secondary teachers have in their ability to teach these areas.

11. In terms of the broad areas of instruction included in the English program (Reading, Writing, Speaking and Listening), there is a serious over-emphasis on student assignments involving writing.

12. Secondary teachers of English both enjoy teaching English more and are more confident of their ability to do it than are elementary teachers of English. This motivational difference has significant implications for any proposed improvements in the teaching of English.

13. It is quite apparent that elementary teachers experience considerably more difficulty in communicating effectively about the English program within their schools than do secondary teachers. It is also apparent communication among elementary schools in the same 'family' and between secondary schools and their 'feeder' schools is largely unsatisfactory.

14. There are apparently some significant perceived inequities in the distribution of resources both between elementary and secondary panels and also among elementary schools.

INTERMEDIATE ENGLISH EVALUATION PROJECT PUBLICATIONS

Dickie, L. *Background and Plan for the Intermediate English Evaluation Project.* Board of Education, London, Ontario, 1974 (mimeo).

Dickie, L. & Rice, E. T. *Intermediate English Evaluation Project: Stating the Objectives.* Board of Education, London, Ontario, 1973 (mimeo).

Stennett, R. G., Dickie, L., Rice, E. T., Clift, G. & Waite, N. *Intermediate English Evaluation Project: Student Attitudes.* Board of Education, London, Ontario, 1973 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Survey of Teachers.* Board of Education, London, Ontario, 1974 (mimeo).

Males, S., Dickie, L., Rice, E. & Stennett, R. G. *Intermediate English Evaluation Project: Community Attitudes.* Board of Education, London, Ontario, 1973 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Survey of Student Achievement - Overview.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Reading - Student Attitudes and Achievement.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Writing - Student Attitudes and Achievement.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Listening.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Speaking.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Verbal Creativity.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Attitudes Revisited.* Board of Education, London, Ontario, 1974, (mimeo).

Latimer, R. D. *An Overview of the English Language Arts Programs - Intermediate Division, City of London Schools.* Ministry of Education, Ontario, 1973 (mimeo).

INTERMEDIATE ENGLISH EVALUATION PROJECT: COMMUNITY ATTITUDES

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Board of Education
London, Ontario

Educational Research Services
Research Report 74-06

As part of the overall evaluation plan (Dickie, 1972) to reach beyond the educational system, the English Program Planning Committee decided to conduct a series of structured interviews in the London community. Although limitations of time and resources precluded the possibility of a thorough-going, rigorous, representative sampling, the Committee felt that the opinions of at least three major groups should be solicited; namely, parents of school-aged children, employers of graduates of the London system and citizens who were neither employers nor had children enrolled in the school system. The Committee recognized the many limitations of such a survey, but hoped that it would, at the very least, provide some possible insights into community attitudes and indicate which areas of public concern might merit additional study.

METHOD

Sample Selection

The people to be interviewed were located through the Personnel Offices of local businesses, industries and public institutions. Early in February, 1973, in response to a letter from the Director of Education, 17 of 18 such institutions contacted agreed to help with the project.

A list of the 17 institutions participating, grouped by type, is presented in Appendix A. Each firm contacted had a wide variety of position descriptions. However, most employers responded in terms of clerical-type positions. Two employers hire primarily in the sales field and two others in the technical-production fields.

Using this source of subjects, as well as 'man-on-the-street' interviews in shopping malls, plazas and other locations, a total of 91 interviews were completed. Of this total, 17 were with employers, 21 with parents and 53 with 'citizens', i.e., persons who were neither employers nor parents of school-aged children.

Interview Procedure

All subjects were interviewed by a university graduate who had had some experience in dealing with various segments of the population. The interviewer, paid for his work from a winter works grant, used a different structured interview form for each of the three categories of respondents. (The questions asked are quoted verbatim in the results section.) The

employer and parent interviews each consisted of 11 questions and the citizen survey, 42 questions.

The interviewer attempted to conduct all interviews in as standardized and structured a fashion as possible. Each person was asked to respond to all the questions on the schedule designed for persons in his category.

However, not all respondents could answer all questions and some questions were modified or added to the various schedules in light of experience gained in the early interviews. Because of this, the number of respondents varies slightly from question to question.

The emphasis in the three interview schedules varies: the employer survey was concerned primarily with the relevance of English skills for employment and employers' assessment of applicants' skills in English; the parent schedule involved questions about parents' attitudes toward, and awareness of, their children's English program; the citizen survey covered a variety of topics ranging from attitudes to English to reading and TV viewing habits.

Timing of Interviews

All interviews were completed during February and March of 1973.

Data Handling and Presentation

Subjects' responses to all questions were tabulated by hand, separately for each of the three groups. In cases in which no classification of responses was determined by the question, a classification was developed from the subjects' responses and the number of respondents giving a response in each category counted.

In some instances, because different numbers of subjects answered certain questions, the numbers have been converted to 'percentages of respondents'.

In the interests of brevity, the results will be presented as follows: the interview question will be given (in italics); a simple tally of subjects' responses presented and, where appropriate, brief comments or interpretations.

RESULTS

I. EMPLOYER SURVEY

Q.1(a) *Do you require a certain degree of language proficiency as a qualification for employment?*

Of the 15 respondents who answered 'Yes' to this question, 4 specified certain educational levels on the assumption that language skills would correspond to that level, e.g., grade 12 for clerical help, grade 10 for postal workers.

The two respondents who had no language proficiency requirement were in the technical-production fields, in which manual dexterity was considered more important than the ability to use English well.

Q.1(b) What proportion of prospective employees have a high degree of English proficiency?

Eleven employees responded with 'Very few', three said 'Most' and three did not feel they could make a judgement.

Although it is obvious that employer expectations varied in terms of their judgements about the meaning of 'high degree of proficiency', it is evident that employers would classify few prospective employees as highly proficient in the English language. (Employers noted specific deficiencies in response to Q.6.)

Q.1(c) Are prospective employees sometimes rejected because of an inability to spell correctly and express themselves well on an application form?

In response to this question, nine employers responded 'No', three said 'Yes' and four said 'Partly'.

The largest number of respondents indicated that, while basic ability in the language was important, other elements in a person's presentation (e.g., personality, school record, enthusiasm and confidence) were more important than impeccable use of the English language.

Six employers were asked to estimate the percentage of job applicants who have problems in English proficiency on either application forms or standardized tests. Their estimates were as follows: 25, 25, 30, 40 40 and 90%. A seventh employer estimated that 25% of his present employees could not spell correctly and that 50% of those whose work required the writing of reports were unable to do so in proper fashion.

Although employers apparently feel that the majority of applicants can manage application forms and standardized tests, they do see a significant problem in English proficiency among prospective employees.

Q.2(a) Do you administer some type of standardized test to prospective employees?

Eight of the 17 employers administered such tests. In 7 of the 8 cases, the tests contained an 'English proficiency' section, limited primarily to spelling and/or vocabulary. Although only 1 of the 8 actually used a specific English proficiency test, 2 others sometimes used proficiency on application forms as a screening device.

Q.2(b) How well do applicants perform on the English proficiency sections?

Four of the eight employers reported that applicants generally gave unsatisfactory performances on English proficiency sections.

Three employers reported a marked superiority in English proficiency as characteristic of applicants with post-secondary-school training. Two of these employers seemed to recognize the likelihood that this phenomenon merely reflects the generally greater intellectual ability of applicants with such training.

Q. 3 What language skills do you regard as primary requirements for employment in your firm?

Of 12 employers for whom language skill is an important requirement, 8 specified writing skills and 4, oral skills.

The comments of 5 employers about the language skills of their more recent employees are reproduced below:

'Most young people have difficulty writing a grammatically correct letter.'

'Some of the letters are unbelievable.'

'Written reports for circulation are frightening; they (the authors) do not see what is wrong or why.'

'Probably not more than one or two out of a staff of six or seven secretaries could sit down and write a good business letter. They have no sense for sentence structure and paragraphing.'

'People now tend to structure letters the way they talk; therefore, they include some slang or inappropriate language.

Oral communication is probably improved, perhaps because we accept looser standards here.

Misspelling of simple words is bothersome and costly. The average cost of producing a typed business letter is $3.50 to $5.50. Each letter rejected due to errors costs this amount. Every third letter received by the firm has errors in it.'

Q. 4 Is the ability to analyze and interpret printed material on the job important?

Nine employers responded 'Very Important' and eight indicated such skills to be 'Somewhat Important'.

Although not rated as primary, all respondents indicated that these skills were important to a greater or lesser degree. Even the two employers who did not require English proficiency indicated that production workers and mechancis must be able to read about new products, machines, mechanical innovations, etc.

One employer indicated that employees can understand memos, but cannot write them or spell correctly when preparing them.

Q. 5 How important is oral communication?

Thirteen employers responded 'Very Important' and four 'Somewhat Important'. Oral communication skill is apparently important in varying degrees in all firms surveyed.

Few employers indicated problems in the area of oral communication. As one employer pointed out, oral communication can occur even when proficiency is low; an illiterate can communicate reasonably well orally, despite deficiencies in grammar or pronunciation. Of course some positions, particularly involving communication outside the firm, require much higher levels of proficiency.

Q. 6 How do you feel about the language skills of current high school graduates?

Employers' responses to this question are summarized in Table 1. Two employers indicated 'no problems' and one said he avoided hiring high school graduates.

This question was of the open-ended type so that areas of primary concern to employers would be more likely to become evident. The fact that many employers answered this question at the beginning of the interview before being asked, coupled with their responses as detailed in Table 1, indicates that, as a group, they are very dissatisfied with the language skills of current graduates.

In order to give some indication of the feelings of employers on this issue their comments and suggestions for improvement are outlined below.

TABLE 1 Number of employers who rated each of seven different language skills as either 'good' or 'poor'.

Skill**	Employer Rating*	
	Good	Poor
Dictionary Use		3
Grammar, Style, Structure	1	9
Oral Communication	2	3
Punctuation		2
Reading	1	
Spelling		10
Vocabulary	1	3

*Employers' evaluations, given in different language, were reduced to these two simple categories.

**Since employers' responses came from an open-ended question only those skills they mentioned are listed. Also, for the same reason, not every employer commented on each skill.

Employers Comments Re Q.6

(i) Dictionary Skills. 'They do not consult the dictionary.' 'They guess at words or make words up; they are too lazy to use a dictionary.' 'There is an attitude of laziness in dictionary usage.'

(ii) Grammar and Vocabulary Skills. 'Vocabulary is very limited; there is a need for more stress on grammar.' 'Grammar is as good as speech and speech patterns are reasonably good.' 'A male B & C[1] graduate has limited vocabulary and ineffective style in verbal and written communication. Female B & C graduates seem quite good in vocabulary, but also lack in style. Five-year students are noticeably better than four-year students in the area of vocabulary and style.' 'Lack of punctuation is a real problem.' 'Many have grammar problems.'

(iii) Spelling. 'Misspelling is incredible.' 'Spelling is dreadful.' 'Spelling is the major difficulty.' 'Simple words are often misspelled. As years go by, graduates get worse. Anyone graduating in the last ten years cannot spell.' 'Spelling and listening are poor.'

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[1]Business and Commerce program, as defined in Revised Plan, 1961, Department of Education, Ontario.

(iv) Other. 'There is a lack of proper education in basic English.' 'There is a general upward trend in proficiency.'

Employers' Suggestions for Improvement (Q.6)

'Students need more training in sentence structure, grammar, spelling, etc., than in Shakespeare and literature. The early stages of high school are not helpful.'

'We would like to see an emphasis on love for the language rather than on English as a drilled discipline. There is a need for a greater emphasis on reading.'

'The school system should provide a post-school course in basic English. (One employer asked if there is some kind of night course in remedial English to which his firm could send problem cases.) The schools should look to the community college for a model in relating education to industry.'

'There should be some limits on freedom of course selection because a student might avoid things that he really will need in life. Grammar and spelling ought to be taught just as much as is literature, i.e., in addition to literature.'

'Being able to read Shakespeare and appreciate it is great, but then the student should be able to write an essay on it and spell correctly.'

'Get back to the three Rs.'

'The "enrichment" philosophy of education is not good for everyone. Education should be as strict as it once was.'

Q. 7 *What do you consider to be the main strengths of current graduates?*

This question, asked only in later interviews, was answered by seven employers. Three employers indicated that recent graduates are more communicative and not as backward or shy as was formerly the case. One mentioned improved vocabulary, but inappropriate usage.

Q. 8 *Is there any difference between the type of person applying for a given job today and the type of person who would have applied a few years ago?*

This question, asked only in later interviews, produced a variety of types of response. Four employers suggested that current applicants were more sophisticated, aware and confident, although the sophistication might be superficial. Three suggested current applicants were less responsible and two of these mentioned that employees today will sometimes resign

rather than accept criticism or discipline. Two employers indicated that current applicants have different values and are not over-awed by supervision (regarded as a good quality). The following comments were made only once:

'They have a greater desire to read.'

'They are less willing to relocate for a raise.'

'They won't unthinkingly work themselves to death.'

'They want to know why.'

'A greater proportion have a higher level of education.'

'The females are more competent, the males are less competent.'

Additional Observations by Employers

During the course of the interviews several employers made observations not directly related to the particular questions asked. A sampling of these is given below.

'Deficiencies start with the teachers, who are themselves ill-equipped. There is a general deterioration in the approach to English, less adherence to rules on the false assumption that correct English is not necessary.'

'It is important that the teacher really enjoy his work.'

'There is a general decline in English proficiency. This is not due to the high schools alone. Even some educational TV programs use terrible English. Advertisements, songs and various other sources all exert pressure against proper usage.'

'There is a need for the art of proper oral and written communication.'

'Speech habits are formed by the environment; as more of the population becomes more educated, speech patterns improve. Therefore, there is a general upward trend in proficiency.'

'There seems to be no comparison between the abilities of older persons and those of younger persons. This is due to the failure of newer methods.'

'Proficiency is probably no worse than it has ever been, but it should be much better.

Style is perhaps less disciplined than formerly.

Those who read a lot are the best communicators. Probably the girls read a lot more than the fellows. Girls are becoming more and more appealing as employees in business because they have more aggressiveness. The rough edges of male graduates are getting rougher.'

'Sloppiness in language proficiency is just one facet of a general lack of pride in productivity.'

'Vocabulary test scores are dropping. For many years our firm has administered a test made up of 200 questions, 90% of which are vocabulary questions in various forms. There was a time when a person scoring lower than 100 would not be considered for a job. Today there are few high school students who get 100 questions done, let alone 100 right. On the other hand, university graduates easily score as high as 170.'

(This observation points out a central problem in determining whether or not there has been any change in the English skills of high school students over the past few years. It is quite probable that, as the proportion of high school students who take post-high school training rises, many employers are faced with applicants for junior positions whose native abilities are less than those of similar applicants of former years. Therefore, what the employer observes as a decline in English skills of students in general is really a change in the type of person applying for work.)

'In future, grammar may become unnecessary but at present it is very important in business. Our firm has 200 employees who write letters.

The well-read person stands out.'

II. PARENT SURVEY

The 21 parents interviewed represent a variety of school situations. In some cases parents' responses were fairly general because they were trying to respond in terms of more than one child.

Although most parents responded to all questions, it was quite evident during the interviews that they were, in most cases, generally unfamiliar with the English program in their child's school. Therefore, their responses to several of the questions asked should be interpreted with this fact in mind.

Q.1 What grade is your child in?

Fifty-seven percent of parents interviewed had children enrolled at the elementary level, 10% had children in secondary and 33% had children at both levels.

Q.2 (a) What do you want your child to receive from an English programme?

The benefits and percentages of parents mentioning each are as follows: Grammar, Fundamentals, etc., 71; Spelling, 29; Reading, including appreciation, 29; Creative Writing, 19; Less Creative Writing, 10; Vocabulary, 10; Dictionary Skills, 5; Poems, 5; More Regimentation, 5.

It is apparent that parents' main expectation is that the English programme provide their children with competence in the technical aspects of language.

Q.2 (b) Which is more important: job preparation (technical skills) or cultural enrichment (study of literature, etc.)?

Over half of the parents felt that job preparation was most important. Another 25% felt that they were equally important, but about half of these felt that grounding in mechanics should come first. Only 10% felt that enrichment was more important.

Q. 3 Do you feel your child is getting the things you think he should be getting from English?

About two thirds of the parents responded in the affirmative to this question.

Q. 4 Are you familiar with your child's English programme?

Only about a third of parents responded 'Yes' to this question, with an additional one quarter saying 'Partly'.

Q.5 (a) Do you have any suggestions for improvement of the English programme?

Five parents suggested more emphasis on writing and grammar and two suggested that children should be taught to spell phonetically. Other suggestions, made by only one of the parents, included: make it more difficult in the early grades; English should not be optional in high school; the program should not be so slanted toward the creative child; improve reading at the lower levels.

Q.5 (b) What do you consider to be the strong points of the programme?

This question was asked of only 13 parents. Six gave no response. Three said 'Reading' and four different parents volunteered 'Emphasis on imagination', 'The elective system in high school', 'Class participation', and 'Public speaking'.

Q. 6 Do you feel that your child is happy with his English programme?

Fifteen of the 21 parents interviewed responded 'Yes' to this question.

Q. 7 Apart from school material, does your child read at home?

About two-thirds of the parents indicated that their children did some or considerable non-school-related reading at home.

Q. 8 What does your child prefer to read?

Parents' responses indicated that their children had a wide variety of reading interests, with no clearly dominant area or type of literature.

Q. 9 Could your child's spare time be used more profitably?

About three-quarters of the parents said that their children made good use of their spare time. They reported that most children were heavily involved in a wide variety of extra-curricular activities. Some parents felt that their children were too busy for their age. Although parents reported that most children watched TV for two or more hours a day, only five parents were concerned that children watch too much television. Two parents felt that television viewing was a needed respite for their children's otherwise very active schedule.

Additional Observations by Parents

One parent said that there should be an effort 'to instil the intangible delight of reading'. This would improve the technical skills but can only be accomplished with the cooperation of the home.

An immigrant service technician felt that the earlier grades are too easy and that his children are not taught English as well as he was taught his native tongue.

One parent felt that the curriculum should be standardized throughout the city so that a child's education would not be upset when his family moves from one area to another. This same parent said that the standards in grade 7 in London are much higher than those in Toronto.

A couple who spent a year in England have a son who took grade 6 at 'the-regular-school-down-the-street' when they were there. They said their son, who did well here in London, seemed backward in his command of the language when compared with his English peers. These parents reported feeling very envious of English students' language facility.

III. CITIZEN SURVEY

Q. 1 When did you leave school?

Twenty-seven of the 'citizens' interviewed had left school since 1965, 16 had left between 1955 and 1965 and the remaining 11 left before 1955.

Q. 2 The teaching of English involves various components (e.g., Literature, Grammar, Composition, Teachers, Materials, etc.). Is there any one aspect that stands out in your memory? Why?

Although no one aspect of English was mentioned by a majority of respondents, between 10 and 25% of them mentioned Literature and their teachers. In terms of their general attitude toward English, 9 expressed unfavourable attitudes and 6 were favourable.

Q. 3 Overall, did you enjoy English in school? Why? Why not?

Slightly over half (56%) of the respondents replied that they had enjoyed English in school. About one-third said they did not enjoy English and the remainder had mixed feelings.

Q. 4 What things did you like or dislike about English? Grammar, Literature, Composition, Poetry, Memorization, Teacher, Other

Citizens' responses to this question are summarized in Table 2. It is apparent that the respondents liked literature and their teachers best and were least favourably disposed toward grammar and memorization.

One or more respondents volunteered that they had liked debating, giving speeches and doing group projects. Additional disliked aspects mentioned were giving speeches and doing book reports.

Q. 5 How enjoyable is reading for you?

The great majority of respondents (83%) rated reading as either an 'enjoyable' or 'very enjoyable' activity.

Q. 6 How many hours do you read per week?

About one-half of the respondents indicated that they read from one to five hours per week; an additional one-third reported reading from six to ten hours a week. The remaining one-fifth spend even more time each week reading.

TABLE 2 Percent of 53 citizens giving each rating to various aspects of the English program.

Program Aspect	Rating		
	Like	Ambiv-alent	Dislike
Literature	72	6	19
Teacher	44	28	28
Grammar	37	6	55
Composition	35	33	33
Poetry	35	33	33
Memorization	26	26	47

Q. 7 What magazines and newspapers do you read?

The majority of citizens apparently read the local newspaper, *Weekend Magazine* and *Canadian Magazine*. Other publications, in areas such as Business and Finance, News, Homemaking, Science and Technology, are read by 10 to 25% of the respondents.

Q. 8 Do you have a library card? How often do you use it?

Less than half (43%) of those interviewed had a library card. Of those who did have one, about three-quarters reported frequent or occasional use of it; the remainder never use their library card.

Q. 9 For what reasons do you read?

Citizens apparently read primarily for entertainment and to acquire information. To a much lesser extent they read to 'pass the time', 'keep up' or because they are bored with TV.

Q. 10 What type of books do you prefer?

In keeping with their response to *Q.9*, respondents expressed clear preferences for fiction and information types of literature. Biography was also mentioned by a few people.

Q. 11 How many books do you read in a year?

Although 15% of the citizens apparently don't read books, 42% reported reading from 1 to 15 books per year and an additional 42% read more than 15 per year.

Questions 12, 13, and 14, which inquired further into the subjects' opinions about books, did not produce information of sufficient relevance to this study to be included in this report.

Q. 15 Did your education in English teach you how to evaluate the relative truthfulness of things in print?

About half of the respondents felt that their education in English had helped them develop this skill.

Q. 16 If you wanted to find out information about something, how would you go about it?

Replies to this question indicated that citizens rely heavily on the dictionary and encyclopedia as information sources. About one-quarter use the public library.

About 90% of respondents indicated that they had a dictionary at home and about 50% reported having an encyclopedia.

Q. 17 Do you take evening courses?

Approximately half of this sample of citizens indicated some current or intended involvement in evening classes.

Q. 18 Do you enjoy letter-writing?

Slightly over half of all respondents indicated that they did not enjoy writing letters. Another 20% said they enjoyed letter writing only 'sometimes'.

Q. 19 How often do you write a friendly letter? Do you have a substitute form of communication?

About one-quarter of the subjects reported writing one letter or fewer per year. About one-half reported writing about one letter per month. One-quarter of them write two or more letters per month.

The telephone is used instead of letter writing by slightly less than half of those interviewed. About 5 to 10% of respondents visit or use tape recordings as a substitute for writing letters.

Q. 20 How often do you write a business letter?

About 80% of all respondents write one or more business letters each month and half of them write two or more per month.

Q. 21 Do you feel that the teaching of letter-writing in school has been valuable to you?

About 60% of the citizens responded affirmatively to this question.

Q. 22 What language skills that you learned in school do you apply in your job?

Citizens' responses to this question indicated that, of the three types of skills they used in their job, oral communication skills were most important, writing skills next, and reading and comprehension the least important.

Q. 23(a) Do you feel comfortable in expressing yourself in a conversational situation? Can you get your point across?

Most respondents (85%) gave affirmative replies to these questions.

Q. 23(b) Do you feel there was sufficient emphasis on oral communication in school?

Only about 40% of the respondents replied in the affirmative to this question.

Questions 25 to 29 inclusive dealt with the subjects' involvement with TV and movies and their reactions to advertising. The information developed by these questions was not considered sufficiently relevant to include in this particular paper.

Q. 30 What aspect about your own ability to use English would you like improved most?

The areas for improvement mentioned by the respondents and the percent of respondents mentioning each are as follows: oral communication (30%), written communication (20%), vocabulary (18%), grammar (10%), and reading (8%).

SUMMARY

This study involved structured interviews with 17 employers of graduates of the London School System, 21 parents of school-aged children and 53 'citizens' who were neither employers nor parents of school children. All interviews were conducted during the months of February and March, 1973.

The *employers* generally do have certain minimum language requirements for the various positions in their firms and many of them use employment 'tests' of certain language skills. Employers regard speaking and reading skills as important but seemed most concerned about writing skills. They are generally dissatisifed with the writing skills of job applicants and feel that there has been a general decline in proficiency in recent years.

Although *parents* do not appear to be very knowledgeable about their youngsters' English program, the majority of them seem to be satisfied with it and feel that their children are happy with it. Parents seem most concerned that their children become proficient in mechanical language skills, especially in so far as these skills are related to preparation for employment.

Citizens' memories of their experiences in the English program are about equally positive and negative. They tend to remember grammar in unfavourable terms but literature and their teachers favourably. At present they enjoy reading and read a good deal... primarily to acquire information and as a form of recreation. Most of their reading tends to consist of local newspapers and works of fiction. The group of citizens interviewed write a fair number of both friendly and business letters and over half of them indicated that the instruction they received in letter writing at school has been helpful to them. In terms of importance on the job, they feel speaking comes first, writing next and reading last.

Although the interview survey reported in this paper was not designed to be either representative of the community or comprehensive in the segments of the community sampled, it did detect major concerns in three significant groups about the English program.

APPENDIX A

LONDON EMPLOYERS, BY TYPE, PARTICIPATING IN THE COMMUNITY ATTITUDE SURVEY

Clerical & Related Fields (13)

Avco
Canada Trust
City Hall
Emco
London Free Press
London Life Insurance Co.
MacLachlan Employment Services
Matthews Group
Media Center - Board of Education
Patton's Place
Post Office
3M
Victoria Hospital

Sales (2)

Bob's TV
Simpsons

Technical-production (2)

Kellogg's (Plant Personnel Officer)
McManus Motors (Parts & Service Department)

INTERMEDIATE ENGLISH EVALUATION PROJECT PUBLICATIONS

Dickie, L. *Background and Plan for the Intermediate English Evaluation Project.* Board of Education, London, Ontario, 1974 (mimeo).

Dickie, L. & Rice, E. T. *Intermediate English Evaluation Project: Stating the Objectives.* Board of Education, London, Ontario, 1973 (mimeo).

Stennett, R. G., Dickie, L., Rice, E. T., Clift, G. & Waite, N. *Intermediate English Evaluation Project: Student Attitudes.* Board of Education, London, Ontario, 1973 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Survey of Teachers.* Board of Education, London, Ontario, 1974 (mimeo).

Males, S., Dickie, L., Rice, E. & Stennett, R. G. *Intermediate English Evaluation Project: Community Attitudes.* Board of Education, London, Ontario, 1973 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Survey of Student Achievement - Overview.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Reading - Student Attitudes and Achievement.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Writing - Student Attitudes and Achievement.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Listening.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Speaking.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Verbal Creativity.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Attitudes Revisited.* Board of Education, London, Ontario, 1974, (mimeo).

Latimer, R. D. *An Overview of the English Language Arts Programs - Intermediate Division, City of London Schools.* Ministry of Education, Ontario, 1973 (mimeo).

INTERMEDIATE ENGLISH EVALUATION PROJECT:
SURVEY OF STUDENT ACHIEVEMENT - OVERVIEW

Research Report 74-07

R. G. Stennett, Ph.D. & Lorna Isaacs
Educational Research Services

This survey constitutes one major component in an overall plan designed to assess the current status of London's Intermediate English program and to produce recommendations for future developments in both curriculum and methods. The project is led by a Central Committee[1] composed of the consultant in English, an administrator from Curriculum and Planning, elementary and secondary teacher representatives and support staff from Educational Research Services. Ad hoc subcommittees of local educators have contributed importantly to various aspects of the work. The project is being conducted in consultation with a Ministry task force concerned with developing an Educational Resources Allocation System (E.R.A.S.).

After an initial series of organizational and planning meetings separate surveys were undertaken to assess: community attitudes towards the products of the English program; student attitudes toward various facets of English instruction, and the views and opinions of the faculty involved in teaching Intermediate-level English. A special group of educators devoted substantial effort toward defining and specifying the goals and objectives of the program in terms of the four broad areas, as established by N.C.T.E.[2], of Reading, Writing, Speaking, and Listening.

This survey was designed to assess the degree to which students are currently achieving some of the major goals of the program.

A larger and more broadly representative committee will be established to review the findings of all six sub-projects and to formulate recommendations for the senior administration and Board of Education.

The purpose of this paper is to describe the plan of the study, the program goals selected for study, the testing procedures used, the selection of students and the representativeness and comparability of the various subsamples of students participating in the project. It constitutes a general preface to a series of papers which will describe the findings related to each program goal in great detail.

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[1]Mr. Lorne Dickie, Mr. Gordon Sleightholm, Mr. Norman Waite, Mr. Gerry Clift and Dr. R. G. Stennett.

[2]National Council of Teachers of English.

10/74

METHOD

General Strategy

Because it was manifestly impossible, with the time and material resources available, to measure the achievement of all students on all of the 54 specific objectives identified as appropriate for the Intermediate English program, sampling procedures had to be employed. Therefore, in order to ensure as reasonable and representative sampling of both goals and students as possible, the following general guidelines were adopted:

(a) at least some goals should be selected from each of the major areas of the program, namely, reading, writing, listening, and speaking;

(b) the selection of goals to be evaluated should *not* be determined by the ready availability of suitable standardized tests;

(c) a minimum size sample of students should be tested to ensure that there were at least 100 students tested on each test at each grade level;

(d) classes for testing should be selected randomly with the sole constraints that, at the elementary level, geographical sectors were represented proportionately and, at the secondary level, there would be proportional representation by type of secondary school and enrolment in level 4 (general) and level 5 (advanced) programs;

(e) only students in regular classes should be tested;

(f) to ensure maximum reliability and validity of measurement all testing should be done by specially-trained substitute teachers;

(g) the testing procedures should be tailored so that no more than three class periods would be required of any one student, and

(h) that, whenever feasible, students at the secondary level should be tested during their regularly-scheduled English classes.

Subjects

The subjects for this study were 2,684 students distributed by grade and sex as shown in Table 1. Table 2 gives these same figures as percentages of the corresponding population figures. As is evident from Table 2, approximately 21% of grade 7 and 8 and 15% of grade 9 and 10 students were tested. Within panels, the sample is quite representative of the population in terms of its grade and sex distribution.

Because it was impossible to give all students all tests, the sample was broken down into five subsamples, each of which was to receive a different battery of tests. Classes were assigned randomly to the five

TABLE 1 Number of students tested by grade and sex.

Sex	Grade				Total
	7	8	9	10	
Male	376	334	338	309	1357
Female	357	370	300	300	1327
Total	733	704	638	609	2684

TABLE 2 Number of cases in the sample of students tested as a percentage of the corresponding grade-sex populations.

Sex	Grade				Total
	7	8	9	10	
Male	22.5	20.2	15.7	14.4	17.8
Female	21.2	22.7	15.4	16.2	18.7
Total	21.8	21.4	15.5	15.3	18.2

subsample or battery groups with the following constraints: at the elementary level, the geographical areas or sectors should be proportionately represented in each subsample; at least one, and no more than two, classes from each sector be included at each grade level in each subsample; and that, after initial selection of grade 7 classes, grade 8 classes be taken from the same school. At the secondary level, the proportion of level 4 and level 5 classes within each subgroup should reflect the proportions of all such classes in grades 9 and 10. Also the number of classes selected from each type of secondary school (technical, academic, composite) should be reflected proportionately in each subgroup, with at least one school of each type being represented in each subsample.

The final selection of classes was reviewed with and approved by administration and the principals of the schools involved. Minor changes were made to accommodate scheduling difficulties or special problems.

In sum, each battery of tests was administered to five classes at each of the four grade levels from 7 to 10 inclusive. Since there were five different batteries, a total of 100 classes were tested.

The fact that the design of this study is 'cross-sectional' rather than 'longitudinal' introduces at least one important limitation. Since there is a selective or non-random attrition of students in grades 9 and 10 due to early school leaving and since, in grade 9, the school system enrols significant numbers of students from the separate and other surrounding systems, the characteristics of the elementary and secondary samples are necessarily different. This implies that at least part of the differences in skills and attitudes apparent between elementary and secondary students may be due to either the selective attrition of less capable students and/or the addition of students from other systems. This, in turn, means that considerable caution is necessary in interpreting 'grade' trends as 'growth' trends. While the sampling procedures are designed to ensure that students at each grade level are representative of all students at that grade level, the cross-sectional design of the study does not allow one to conclude, for example, that the performance of the grade 9 students is necessarily what the current grade 8 London students will achieve when they enter grade 9.

Test Administration

All tests were administered by six specially trained substitute English teachers working under the supervision of two research assistants[3] during the period February 11 to March 4, 1974. A full week of training was given and each tester was provided with a manual which outlined all the testing procedures in great detail.

All tests, except those for oral reading and oral communication, were given to regular classroom groups during their normal English class periods. The classroom teacher was present during testing to assist the tester, and was asked to complete a form outlining his or her evaluation of both the class and the tests being given.

Students were tested individually on oral reading and communication skills, primarily by one tester.[4]

Immediately after each testing session each examiner rated its adequacy in terms of: student effort, freedom from interruptions, and the positiveness of the class attitude toward doing the tests.

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[3]The Committee wishes to extend a special word of thanks to the substitute teachers for their conscientious and dedicated effort as testers on this project. They are: Mr. Terry Benbow, Mrs. Jean Buchanan, Mrs. Marylou Cunningham, Mrs. Pamela Humann, Mrs. Pamela Thompson and Mrs. Marilyn Wearring.

Mrs. Ada Fairbairn and Mrs. Lorna Isaacs were responsible for the training of testers and the supervision of their work. They also took responsibility for the very difficult task of scheduling all of the testing sessions.

[4]Mrs. Pamela Humann.

Testing Instruments

The selection of tests, done by the Central Committee, was based upon the 17 general objectives to be evaluated. In those instances in which a suitable standardized test was not available, an appropriate test was developed.

In order to judge the representativeness and balance among the five subsamples, *all* students were given an initial testing session which involved completing a 40-item multiple choice vocabulary test (Comprehensive Test of Basic Skills: Test 1 - Form Q - Level 3 or 4, 1968 Edition), and a 30-item, locally-produced attitude scale composed of 6 subscales designed to assess student attitudes toward various facets of the English program. Students used a specially designed NCS answer sheet to give their responses to these two tests and, in addition, indicate their name, birthdate, sex and grade.

The remaining tests were grouped into five batteries, primarily to ensure that they could be completed within one or two normal class periods. In some instances, only parts of some scales could be administered because of time limitations.

In what follows, each of the program objectives studied will be stated along with a brief description of the test(s) used to assess the degree to which students are achieving it. Objectives are grouped in terms of the four broad areas of reading, writing, listening and speaking. Within each area, a distinction is made between attitudinal and skill outcomes.

A. READING

Attitude

Objective: *To develop in students a desire to read for enjoyment.* Students' enjoyment of reading was measured by a 6-item Likert-type attitude scale.

Skills

Objective: *To have students acquire a level of vocabulary which fulfills their needs.* The vocabulary subtest of Form Q of the Comprehensive Test of Basic Skills (1968 edition) was used. This is a 40-item, multiple choice test with one level appropriate for grades 7 and 8 and another level for grades 9 and 10.

Objective: *To have students acquire the ability to understand literal meaning; to follow a line of reasoning and to make valid inferences.* Students were given the Sequential Tests of Educational Progress (STEP) Series II Reading Test (1971), which consists of 60 multiple-choice type items. The items can be grouped for analysis into three types which reflect students' (a) *'Comprehension*, the ability to understand written material...', (b) *'Translation and Inference*, the ability to identify ideas

when they are stated in language different from the original presentation; to deduce the meaning of figurative or obscure words...', and (c) *'Analysis*, the ability to recognize and appraise (1) literacy devices...; and (2) the author's purpose...'. One form of the test was given to students in grades 7, 8 and 9; a more advanced form to grade 10 students.

Objective: *To have students acquire research skills including skim reading, uses of tables of contents, indices, headings, dictionary and library skills, etc.* Students were given subtest W-3 of Form II of the Canadian Test of Basic Skills (1968). This subtest contains 75, multiple-choice items designed to measure students' skill in the following eight areas: Alphabetizing, Using Guide Words, Using the Index, Using Key Words, and Using General Reference Materials. One level of the test was administered to grade 7 students and a more advanced level to students in grades 8, 9 and 10. Although this test was not designed for high school students, its use in this project was deemed appropriate.

Objective: *To have students develop the ability to read orally with expression, rhythm, clarity and proper intonation.* Students were given parts of the Gilmore Oral Reading Test (1968) and their response was tape-recorded. This test consists of a series of paragraphs of increasing difficulty which students, tested individually, are simply asked to read aloud. The examiner records the time the student takes to read each paragraph and counts the occurrences of eight different types of error. A different examiner listened to the tape of each student's performance and rated it on a simple scale for quality of expression.

Objective: *To have students learn to recognize and be aware of different levels of meaning beyond the literal.* Students' success in achieving this goal was assessed by using a preselected set of items from the STEP II Reading Test described above.

Objective: *To develop students' ability to follow written instructions.* Students' mastery of this skill was assessed by rating the extent to which they were able to follow written directions on a writing assignment.

B. WRITING

Attitude

To develop in students an enjoyment of writing. Students enjoyment of writing was assessed using a simple, locally-developed attitude scale consisting of 3 Likert-type items.

Objective: *To develop in students an acceptance of and preference for the conventions of usage, spelling, sentence structure, punctuation, paragraphing and essay writing, but an ability to violate these conventions appropriately.* Students attitudes toward conventional correct expression were assessed using two locally-developed attitude scales. One scale, called 'Usefulness of Grammar', contained 5 Likert-type items; the other, 'Application of English Skills', contained 4 such items.

Skills

Objective: *To have students develop skill in writing exposition, narrative, description and argument.*

Objective: *To have students develop precision in written language; to make calculated choices among words and word groups; to differentiate shades of meaning among alternative expressions; to be able to use standard reference books of English usage.*

Objective: *To have students be able to use the conventions of usage, spelling, sentence structure, punctuation, paragraphing and essay writing in an appropriate manner.*

Students' attainment of these goals was assessed primarily by having them complete a writing assignment, namely, writing a business letter. This assignment, done during a class period under the supervision of a tester, was presented to students as possibly contributing to their term mark in English.

Students' productions were corrected for format, spelling and grammatical errors by two experienced English teachers using a specially-prepared marking scheme. Each student's production was also rated on 8 simple scales, namely, presence of, and support for, a central theme; organization; sentence structure; clarity and effectiveness of communication; imagination, freshness, vitality, richness; handwriting; following directions; and use of appropriate letter format.

In addition to the writing assignment, students were given certain subtests of the Comprehensive Tests of Basic Skills (1968), Form Q, Level 3 or 4, to assess their knowledge of: punctuation, capitalization, grammar, and spelling. These tests contained a total of 75 multiple-choice items.

C. LISTENING

Attitude

No objectives were assessed with respect to attitudes toward listening.

Skills

Objective: *To have students be able to follow a verbal presentation and: (a) assess a speaker's information, qualifications, intentions, and presentation; (b) decide to accept or reject any part or the whole of a speech, i.e., to decide: (i) whether the speaker is informed or misinformed (ii) whether the speech is logical or illogical, effectively or ineffectively presented, and (iii) whether the various points made by the speaker are relevant or irrelevant, complete or incomplete.*

The extent of student achievement of this goal was assessed by administering the STEP Listening Test (1957). Form 3A was given to students in grades 7, 8 and 9; Form 2A to grade 10 students. Due to time limitations only 66 of 80 items of Form 3A could be administered and 60 of 72 items of Form 2A. The items compromising this test can be grouped to assess three major skills: plain-sense comprehension, interpretation, and evaluation and application. Smaller clusters of items can be used to assess most of the specific skills outlined in the goal statement above.

In this test students listen to brief passages of different kinds of material and, after each, answer a brief series of multiple-choice questions.

D. SPEAKING

Attitudes

Objective: *To develop in students an enjoyment of speaking and a willingness to express their opinions and ideas honestly; to develop confidence in speaking in public.* This goal was assessed by having students complete a 6-item, locally-developed attitude scale called 'Self-confidence in Speaking'.

Skills

Objective: *To help students develop a flexible and clearly audible speaking voice.*

Objective: *To have students develop the ability to ask pertinent questions and give pertinent answers.*

The degree of student attainment of these goals was assessed by having students participate, one at a time, in a short, structured, tape-recorded conversation with an examiner.

Each student's performance was subsequently 'marked' for correctness of expression and rated on 3 simple scales for: general effectiveness, pertinence, and quality of speech.

E. VERBAL CREATIVITY

In addition to the attitudes and basic skills outlined above an attempt was made to assess students' ability *'to think hypothetically, creatively and in an open-ended manner'* by administering two subtests of the Verbal form of the Torrance Tests of Creative Thinking (1969), namely, Asking Questions and Unusual Uses. These two tests allow some estimates of the fluency, flexibility and originality of students' thinking.

F. ATTITUDES TOWARD ENGLISH

Attitudes of students toward English as a subject were assessed by having them rate their liking for, and difficulty with Science, Mathematics, Geography, History and English on 5-point Likert scales. They also completed a 6-item, locally-produced scale designed to assess their 'Enjoyment of English Classes'.

Organization of Tests into Batteries

Since it was impossible to administer all tests, except the vocabulary and attitude scales, to all students, the remaining 9 tests were organized into 5 batteries as shown in Table 3. The grouping of tests was based primarily upon the need to have them fit within the time limits of a typical high school class period.

TABLE 3 Organization of Tests into Batteries

Battery	Tests*	Number of Test Sessions
I	Canadian Tests of Basic Skills - Form II - Subtest W3.	1
II	Torrance Tests of Creative Thinking - Subtests 1 and 5. STEP Series II Reading Test	2
III	STEP Listening Test	2
IV	Comprehensive Tests of Basic Skills - Subtests 3, 4 and 5.	1
V	Writing Assignment Gilmore Oral Reading Test Oral Communication Test Liking and Difficulty Ratings	1 plus individual testing

*In their first testing session all students were given the Vocabulary subtest of the Comprehensive Tests of Basic Skills and a 30-item Attitude Scale. In addition, they provided, via an NCS answer sheet, their name, birthdate, sex and grade.

Since *all* students had the same initial testing session in which they were given vocabulary and attitude scales, each participating student was tested for either 2 or 3 class periods.

Test Scoring

Students' responses to all objective-type tests were scored using a NCS scanner and IBM 370 computer with programs written especially for each test.[5] The scoring programs were designed to create a series of subscale scores for groups of items within any test which measured specific skills. A count of the number of items each student attempted on each subscale was calculated as well as the number he got correct. Whenever possible, percentile norms based on the original standardization sample were also computed. However, since most tests will be used primarily as mastery tests, the pertinent reference points for judging the adequacy of students' performance will be developed locally.

Locally-developed and individually administered tests and the Torrance tests were corrected or scored by hand by two experienced English teachers using specially-developed marking schemes or rating scales. This information was subsequently punched into data cards for tabulation and analysis by computer. The marking schemes or rating scales for all locally-developed tests were checked initially for inter-rater reliability and spot checked thereafter to ensure reasonably consistent marking and rating standards.

Data Handling and Analysis

Data derived from all tests and ratings, whether collected via NCS scanner sheets or by a manual process, were keypunched into cards, verified and all subsequent tabulation and analyses done by computer.

After the resulting card files had been edited, frequency distributions and basic descriptive statistics were calculated for each item, rating, subscale or derived score for every 'test', separately by grade. These calculations were done twice; in the first run the tabulation procedure treated a student's lack of response to an item as a mistake; in the second run the tabulations for each item included only those students who actually tried it.

In order to investigate possible sex and grade differences in student performance, the data were sorted into eight sex-grade groupings and one-way analyses of variance done to test for differences among the eight sets of means for all subscale, summary or total scores.

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[5]The Committee is indebted to Mr. Wayne Kelly of Computer Services for his invaluable help in writing special computer programs and assisting with all data processing aspects of the project.

For each of the five batteries of tests, students' scores on all tests and subtests, including the vocabulary and attitude scales, were intercorrelated. These calculations permitted a direct examination of possible relationships among the various sets of ability, attitude and skill variables.

In order to assess the degree to which the five subsamples of students (which were given the five different batteries of tests) were comparable, a series of two-way analyses of variance (grade X test battery) was performed on several key 'control' variables, namely, age, sex, vocabulary and attitude scores, tester ratings of the adequacy of the testing sessions, and teacher ratings.

RESULTS

Since the detailed findings from all tests are simply too voluminous to include in this report, a series of papers has been prepared describing student performance on sets of tests, grouped according to the major goals of the Intermediate English program. The results presented in this report will be limited to those bearing primarily on the general representativeness of the sample of students tested and the comparability of the five subsamples.

Student-level Analyses

Table 4 shows the number of students given each battery of tests at each grade level. All subsequent analyses of variance (ANOVA) described in this section are based upon the scores of all of these students...the basic purpose being to determine the extent to which the five battery-groups are comparable on those key variables likely to influence students' performance on the various skill measures. Since each cell in Table 4 represents 5 complete classes of students, a total of 100 classes was tested.

TABLE 4 Numbers of students given each of five different batteries of tests at each grade level.

	Battery					
Grade	I	II	III	IV	V	Totals
7	159	145	151	133	145	733
8	138	154	144	132	136	704
9	120	129	115	144	130	638
10	129	106	118	128	129	610
Totals	546	534	528	537	540	2685

Chronological age. Table 5 shows the mean chronological age of the students at time of testing by grade-battery groups. A two-way ANOVA test[6] (grade X battery) revealed a very significant trend for grade but no significant differences as a function of battery and no significant interaction effect. The significant *grade* differences were, of course, to be expected and the actual average ages of the students at the successive grade levels (12-9, 13-9, 14-10 and 15-10) are typical for the system. These findings indicate that the five groups of students given different batteries of tests are very well matched in terms of age.

TABLE 5 Mean chronological age of students, in months, by grade-battery groups.

Grade	Battery					I - V
	I	II	III	IV	V	
7	152	153	154	154	153	153
8	165	165	164	165	164	165
9	179	176	177	178	179	178
10	188	189	190	189	190	190
7-10	171	171	172	172	172	172

Sex. Since sex was coded 1 for male and 2 for female, it was possible to perform a two-way ANOVA (grade X battery) for this variable. The mean values for this variable for the 20 grade-battery groups of students are given in Table 6. Because of the coding procedure, a mean value of 1.50 represents a group composed of equal numbers of boys and girls. Values less than 1.50 indicate the presence of more boys than girls; values greater than 1.50, the presence of fewer boys than girls.

The results of the ANOVA tests revealed no significant differences as a function of either grade or battery and no significant interaction effect. This means that the five groups of students given different batteries of tests are very comparable in terms of their sex composition. Since there are frequently substantial differences between the performance of boys and girls on language tasks, this finding represents an important reassurance that any differences in student performance on the various batteries or at the various grade levels are not related to differences in the proportion of boys and girls making up these groups.

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[6]The Committee wishes to thank Dr. R. Gardner and Dr. P. Smythe for making this program available and assisting with the processing of the data on the University of Western Ontario computer facilities.

TABLE 6 Mean values for grade-battery groups on the variable sex - (male coded 1; female coded 2).

Grade	Battery					I - V
	I	II	III	IV	V	
7	1.45	1.48	1.46	1.53	1.53	1.49
8	1.53	1.54	1.57	1.44	1.54	1.52
9	1.43	1.53	1.52	1.46	1.42	1.47
10	1.50	1.56	1.42	1.48	1.51	1.49
7-10	1.48	1.53	1.49	1.48	1.50	1.49

Vocabulary. This test was administered to all students not only to assess one of the specific goals of the English program but also to measure general verbal ability. (A measure of vocabulary is included in most individual and group intelligence tests.)

The Vocabulary subtest of the Comprehensive Tests of Basic Skills is a timed test composed of 40, multiple-choice type items. The test is composed of a series of levels of varying degrees of difficulty. Grade 7 and 8 students are given level 3, with a 12-minute time limit; grade 9 and 10 students take level 4, with an 11-minute time limit. Percentile scores, based on the American standardization sample, are provided by the publisher.

Two ANOVA tests were conducted to assess the comparability of the students in the 5 battery-groups on the vocabulary test: (a) number of items completed by students, and (b) their performance as reflected in their percentile equivalent scores.

Table 7 shows the mean number of items on the Vocabulary Test attempted by students in various grade-battery groups. A two-way ANOVA test (grade X battery) revealed no significant differences among students as a function of the battery of tests they took and no significant interaction effect. There was a significant effect for grade. It is apparent, from Table 7, that the more senior students taking each form of the test (grades 8 and 10) attempted more items than those in the corresponding lower grades (7 and 9). This effect is not unexpected and has no particular implications for the current study. In general, most students were able to attempt all but the final one or two items of the vocabulary test.

TABLE 7 Mean number of Vocabulary test items attempted by students in the various grade-battery groups.

Grade	Battery					
	I	II	III	IV	V	I - V
7	39.0	38.4	39.2	38.3	38.8	38.7
8	39.4	39.4	39.7	39.2	39.3	39.4
9	38.1	38.0	38.0	38.7	38.7	38.3
10	39.4	38.8	38.9	38.7	38.7	38.9
7-10	39.0	38.7	38.9	38.7	38.9	38.8

Table 8 shows the mean percentile score on the Vocabulary test for students in the various grade-battery groups. A two-way ANOVA (grade X battery) test revealed significant effects for both grade and battery and a significant interaction effect. An examination of the means reveals that elementary students generally received higher scores on the test than secondary students. Students who were given battery I got substantially higher scores than those receiving battery IV.

Although these data indicate that the entire group of students is probably fairly representative of students in general (mean percentile of 52), interpretation of both grade trends in student performance on the various tests and differences in student performance among tests included in different batteries will have to be made with caution.

TABLE 8 Mean percentile score on the Vocabulary Test for students grouped by grade and battery of tests taken.

Grade	Battery					
	I	II	III	IV	V	I - V
7	56	53	56	49	50	53
8	56	52	60	54	56	56
9	51	55	47	49	50	51
10	57	50	48	46	47	50
7-10	55	52	53	49	51	52

Attitude. Students' 'Enjoyment of English Classes' was assessed using a brief scale composed of 6 Likert-type items which allowed students to 'agree strongly, agree moderately, disagree moderately or disagree strongly'. The scale was scored in such a way that a student's score could range from 6, if he 'strongly agreed' with each positively-worded item, to 24 if he 'strongly disagreed' with each item. Thus, the lower a student's score the more he 'enjoys English classes'. A student whose response to the items was evenly balanced between agreeing and disagreeing would obtain a score of 15.

Table 9 gives the mean scores of students in the various grade-battery groups on the 'Enjoyment of English Classes' attitude scale. A two-way ANOVA test (grade X battery) revealed both statistically significant grade and battery effects as well as a significant interaction. An examination of the data of Table 9 shows that students' enjoyment of English classes is greater at the secondary level and that this effect is generally true for each of the five different battery groups. It is also apparent that, with the exception of those in grade 7, students who were given battery IV reported greater enjoyment of English classes than the other groups. The possible effects of these differences in attitude on students' performance on the skill tests is difficult to envision. In any event, some caution in interpreting grade and test differences is indicated.

TABLE 9 Mean 'Enjoyment of English Classes' Attitude Scale scores of students grouped by grade and battery of tests taken.

Grade	Battery					I - V
	I	II	III	IV	V	
7	16.1	16.2	16.6	18.0	16.1	16.6
8	17.1	16.2	16.4	16.0	17.9	16.8
9	15.5	15.7	14.3	14.1	14.7	14.9
10	15.5	16.0	16.0	13.4	16.7	15.5
7-10	16.0	16.0	15.8	15.3	16.4	15.9

Class-Level Analyses

Tester ratings. At the conclusion of each testing session each examiner completed a simple Test Session Evaluation Sheet. The form basically required ratings of the adequacy of the test session in terms of three simple rating scales: (1) degree of effort students put into doing the tests...a four-point scale from 'good, conscientious effort'

to 'gave sufficiently little effort to perhaps invalidate the tests'; (2) degree of freedom from interruptions...a four-point scale from 'no interruptions at all' to 'serious interruptions, perhaps invalidating the tests'; (3) general attitude of the class...a five-point scale from 'very positive' to 'very negative'.

Since each grade-battery group included five classes, there were five tester ratings for each of these groups. And, since all students took part in at least two testing sessions, it was possible to check, using ANOVA tests, whether or not there were significant differences among the various grade-battery groups in students' response to the testing procedures.

Since the testers made the three ratings described above on *all* students for at least two test sessions, two-way ANOVA tests (grade X battery) were made for a total of six ratings. None of the tests indicated statistically significant differences as a function of grade or battery and no significant interaction effects.

The mean ratings indicated that the great majority of testing sessions went smoothly with no marked tendency for the adequacy of the testing sessions to be associated with either the grade level of the students or the particular battery of tests they were administered. There were, however, several instances in which the participation and cooperation of students left a good deal to be desired.

Teacher ratings. During the time students were working on their initial set of tests the classroom teacher was asked to rate the class, relative to other classes at that grade level, on three, simple 3-point scales covering academic ability, enjoyment of English and level of English skills. Two-way ANOVA tests (grade X battery) for each of the three ratings failed to produce significant differences for grade or battery or a significant interaction effect. This finding indicates that, in terms of the teachers' perceptions, there were no systematic differences among students in ability, attitude toward English, or English skills related to either the grade in which they were enrolled or the set of tests they were given.

SUMMARY

This report, a preface to a series of detailed reports of student attitudes and achievement in English, has outlined the general strategy of the project, the sampling of students and the procedures used in administering the tests.

A detailed description of the tests used to assess the stated attitudinal and skill objectives of the Intermediate English program was provided. This presentation was organized in terms of six major areas, namely, Reading, Writing, Listening, Speaking, Verbal Creativity, and Attitudes Toward English.

The organization of the tests into five batteries administered to five, randomly selected groups of grade 7 to 10 students was described. Test scoring and data handling procedures were outlined briefly.

The results of a series of analysis of variance tests, designed to assess the comparability of the five major subsamples of students with respect to age, sex, vocabulary scores, attitudes toward English classes, tester and teacher ratings, were presented. Although the entire group of students was found to be reasonably representative of Intermediate Division students and to be quite comparable across test-battery groups, significant variations in vocabulary and attitude among these groups suggest caution in interpreting grade and test performance differences.

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*A complete list of all the publications arising out of the Intermediate English Evaluation Project is provided at the end of this paper.

INTERMEDIATE ENGLISH EVALUATION PROJECT PUBLICATIONS

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INTERMEDIATE ENGLISH EVALUATION PROJECT:
READING - STUDENT ATTITUDES AND ACHIEVEMENT

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Educational Research Services

Research Report 74-08

This report is one of a series of six which describes in detail student attitudes and achievement in major areas of the Intermediate English program. The six reports, in turn, represent one major segment of the needs assessment phase of an overall evaluation plan which has included prior surveys of the community, faculty and students and a special goals-specification project.

Because of the size and complexity of the achievement assessment phase of the evaluation project, a 'preface' paper has been prepared which gives an overview of the project and describes the sampling procedures, subject population, testing strategies, program goals evaluated, etc. (Stennett & Isaacs, 1974). The current report has been written on the assumption that the reader will have read the 'preface' paper before reading this one.

This report will present, in considerable detail, the students sampled, the attitude and skill objectives selected for evaluation, the tests, scales and ratings used, and the statistical techniques employed to describe, summarize and analyze the data. Because it is anticipated that the results of this study will be used to formulate relatively specific recommendations for changes in curriculum content, emphasis and method, detailed, item-level tabulations of student performance on the various tests have been provided in a series of appendices.

A major limitation of this and other reports in this series is the absence of clearly-stated standards or *expectations* of student performance against which their *actual* performance can be evaluated. In the case of some of the standardized tests, norms are available and will be referred to when appropriate. In some cases, the judgements of some classroom teachers who participated in the project will be used as reference points. However, really appropriate value judgements about the adequacy of student performance require the development of explicit, detailed, performance standards, (keyed to student age and ability differences) about which there is at least a reasonable degree of local consensus.

The findings provided in this report, therefore, represent *one* of the important bases necessary for judgements about whether or not the current level of skill in reading is "adequate". In and of themselves, they do not allow such judgements. As a source of pertinent information for possible curricular change, however, the current findings are among the best available.

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METHOD

Sampling of Students

Because of the design of this study, different samples of students had to be used to assess different aspects of their attitudes and achievement in the area of reading. Most attitude measures and a measure of vocabulary skill are available for the entire sample of 2,685 students. A test of silent reading skill (Battery II) is available for a sample of 534 students. Measures of oral reading skill and ability to follow directions are available for a different sample of 540 students (Battery V). Measures of English-related research skills are available for another, different sample of 546 students (Battery I). A more detailed description of these samples may be found in the 'preface' paper (Stennett & Isaacs, 1974).

These three subsamples are quite comparable with respect to age, and grade and sex composition. Although quite similar with respect to verbal ability (mean percentile C.T.B.S.[1] vocabulary subtest scores of 55, 52 and 51 for students receiving Batteries I, II and V respectively), the students who took Battery I tests are generally more capable.

Objectives Studied and Tests Used

In this section each attitude and skill 'reading' objective of the Intermediate English program selected for study will be quoted (Rice & Dickie, 1973) and the tests used to assess it described.

Attitudes

Objective: *To develop in students a desire to read for enjoyment.* Students' enjoyment of reading was measured by a locally-developed six-item attitude scale.

Skills

Objective: *To have students acquire a level of vocabulary which fulfills their needs.* The vocabulary subtest of the Comprehensive Tests of Basic Skills (1968 edition), Form Q, was used. This is a 40-item, multiple-choice test with one level (3) appropriate for grades 7 and 8 and another, more difficult level (4) for grades 9 and 10.

Objective: *To have students acquire the ability to understand literal meaning; to follow a line of reasoning and make valid inferences.* Students were given the STEP Series II Reading Test (1971), which consists

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[1]Comprehensive Tests of Basic Skills.

of 60 multiple-choice type items. The items can be grouped for analysis into three types which reflect students': (a) *'Comprehension*, the ability to understand written material...', (b) *'Translation and Inference*, the ability to identify ideas when they are stated in language different from the original presentation; to deduce the meaning of figurative or obscure words...', and (c) *'Analysis*, the ability to recognize and appraise (1) literary devices..., and (2) the author's purpose...'. One form of the test was given to students in grades 7, 8 and 9; a more advanced form to grade 10 students.

Objective: *To have students acquire research skills including skim reading, uses of tables of contents, indices, headings, dictionary and library skills, etc.* Students were given subtest W-3 Form II of the Canadian Tests of Basic Skills (1968). This subtest contains 75 multiple-choice items designed to measure students' skill in the following seven areas: Alphabetizing, Using the Dictionary, Using the Encyclopedia, Using Guide Words, Using the Index, Using Key Words, and Using General Reference Materials. One level of the test was administered to grade 7 students and a more advanced level to students in grades 8, 9 and 10.[2] Although this test was not designed for high school students, its use with them in this project as a mastery measure was considered appropriate.

Objective: *To have students develop the ability to read orally with expression, rhythm, clarity and proper intonation.* Students were given parts of the Gilmore Oral Reading Test (1968) and their response was tape-recorded. This test consists of a series of paragraphs of increasing difficulty which students, tested individually, are simply asked to read aloud. The examiner records the time the student takes to read each paragraph and counts the occurrences of eight different types of error. In this study, a different examiner listened to the tape of each student's performance and rated it on a simple scale for quality of expression. (See Appendix K for the simple scale used to rate Oral Reading Naturalness.)

Objective: *To have students learn to recognize and be aware of different levels of meaning beyond the literal.* Students' success in achieving this goal was assessed by using a pre-selected set of items from the STEP II Reading Test described above.

Objective: *To develop students' ability to follow written instructions.* Students' mastery of the skill was assessed by rating the extent to which they were able to follow written directions on a writing assignment. (See Stennett & Isaacs, 1974.)

Test Administration

All tests, except that for oral reading, were administered to students in their normal class groups by specially-trained testers

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[2]With the exception of the Alphabetizing and Reference Material Use Sub-scales, the test items were the same for all students.

(Stennett & Isaacs, 1974). During testing the classroom teacher was asked to rate both the class and the tests being given on a number of simple, locally-produced scales (Appendix A). After each test session, the tester completed a simple evaluation form (Appendix B) rating the adequacy of the testing session.

The Gilmore Oral Reading test was administered individually to students in an appropriate location in the student's school. The student's performance was timed and tape-recorded[3] by the examiner[4].

Test Scoring

All standardized tests were scored, using an NCS Scanner and IBM 370 computer, using programs especially written for this purpose.[5] For several of the tests, subscores were calculated for selected subsets of items judged to measure specific skills, and counts were made of the number of items students answered as well as the number they answered correctly. Whenever possible, percentile equivalents for all total and subscale scores were obtained using the publisher's normative data.

Certain error tabulations on the Gilmore Oral Reading Test were made or reviewed by having two examiners listen to the tapes. Ratings of the quality of students' expression were made at the same time.

A student's ability to follow written directions was estimated by simply counting how many of the required points he observed when completing his writing assignment and then reducing this count to a simple, three-point scale (Appendix C).

Data Handling and Analysis

All of the data for all of the tests were punched into data cards, verified and subsequently edited by computer.

All of the analyses were done, using standard statistical programs, on an IBM 370 computer. The major analyses consisted of:

(a) calculating descriptive statistics (means and standard deviations) and preparing frequency and percentage-frequency distributions for all variables separately by grade; (In some of these calculations, a

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[3]The Committee wishes to thank the Learning Materials Centre for their generous help in providing the necessary equipment and tapes.

[4]Mrs. Pamela Humann's conscientious and dedicated assistance in this part of the project is gratefully acknowledged.

[5]The Committee wishes to express their appreciation to Mr. Wayne Kelly for his help with this and all other data processing aspects of this project.

differentiation was made between students who tried an item and answered it incorrectly and students who failed an item because they did not attempt it.)

(b) calculating one-way analyses of variance (ANOVA) across grade and grade-sex groups for all ratings, attitude and skill test subscale- and total-scale scores, and

(c) intercorrelating all ratings, attitude and skill scores.

RESULTS

ATTITUDE

Enjoyment of Reading

The percent of students agreeing and strongly agreeing with each of the six items making up this scale are provided, separately by grade and sex, in Table 1. The means of these percent 'agreement' figures for the six items are plotted in Figure 1.

ANOVA tests indicate statistical significance in two areas: (1) differences between boys and girls at all grade levels except 7, and (2) a decrease in the scores of boys over the grade 7 to 10 interval. These findings indicate that girls enjoy reading more than boys and that boys' enjoyment of reading decreases as they progress through the intermediate years. Overall, about 70% of students endorse items which reflect a real enjoyment of reading.

FIGURE 1 Mean of percents of students agreeing with the six items comprising the Enjoyment of Reading scale, by grade and sex.

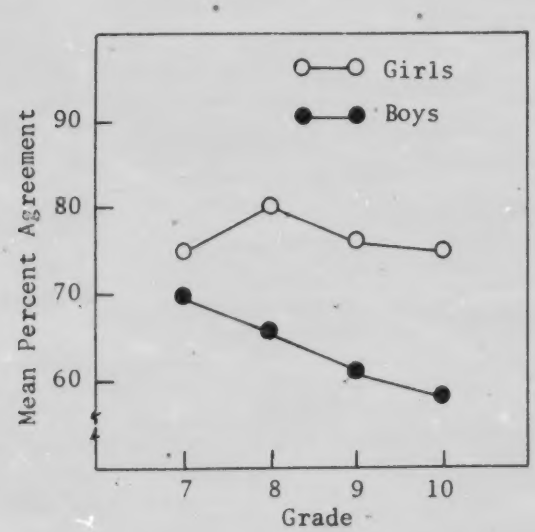

TABLE 1 Percent of students, by grade and sex, agreeing* with each item in the 'Enjoyment of Reading' scale.

Item Number	Item	Percent of Students Agreeing, by Grade and Sex				
		Sex	7	8	9	10
1	I read books apart from those that are required reading for classes.	M F	80 83	82 91	75 88	72 89
6	I have recommended a book to a friend.	M F	71 84	69 91	68 92	73 92
16	Once I have begun a book I often finish it within a few days.	M F	62 63	52 67	57 74	51 73
21	I have re-read a favourite book.	M F	77 86	73 87	65 72	56 75
25	I enjoy reading novels of movies I have enjoyed.	M F	76 80	68 86	68 82	63 83
29	When I have extra time in class, I often read a library book.	M F	56 55	53 59	33 45	30 39

*In order to simplify presentation of the data, the scores of both students who 'agreed' and 'strongly agreed' with an item were added together to calculate the percent agreement figures presented in this table and plotted in Figure 1.

SKILLS

Research Skills: Canadian Tests of Basic Skills, Subtest W-3

Although this test was not designed for use with high school students, the form normally given to grade 8 students was also given to grade 9 and 10 students. The percentile equivalents of raw scores for grade 8 students were also used to obtain percentile scores for the grade 9 and 10 students. This unusual use of this test is based on the desire to provide estimates of student mastery of certain reading subskills rather than to compare London students' performance against the performance of other groups. It is also for this reason that student performance is described largely in terms of the percentage of all students passing each item on the tests. Equivalent figures for the standardization sample are given where available for comparison. The percentage of students passing each item is also presented for just those students who actually attempted it.

Because of their voluminous nature, these data are presented in Appendix D. The reader who wishes to make a detailed study of them will require a copy of Form 2 of the Canadian Tests of Basic Skills. Simpler summaries of these data are provided in Tables 2 and 3.

TABLE 2 Mean number of items correct, by sex and grade, for various 'subscales' of Form 2 of Subtest W3 of the Canadian Tests of Basic Skills.

Subscale	Number of Items	Sex	Grade			
			7	8	9	10
Alphabetizing	16; 12*	M	11.8	2.9	4.6	5.0
		F	13.4	4.2	6.3	7.6
		Total	12.5	3.6	5.3	6.4
Using the Index	10	M	4.1	4.7	6.3	6.5
		F	5.0	5.4	6.5	7.0
		Total	4.5	5.1	6.4	6.8
Using Dictionary Guide Words	5	M	2.4	2.8	3.4	3.4
		F	3.2	3.5	3.5	3.9
		Total	2.9	3.2	3.4	3.7
Using Key Words	4	M	2.2	2.3	2.9	3.2
		F	2.5	2.7	3.0	3.3
		Total	2.3	2.5	2.9	3.3
Using the Encyclopedia	6	M	2.2	2.7	3.2	3.7
		F	2.6	2.8	3.6	4.0
		Total	2.4	2.7	3.4	3.9
Using the Dictionary	10	M	3.4	4.5	5.4	6.2
		F	4.1	5.4	6.0	7.1
		Total	3.7	5.0	5.7	6.7
Using General Reference Materials	8; 12*	M	2.7	4.1	5.4	6.8
		F	2.9	5.2	6.9	7.3
		Total	2.8	4.7	6.0	7.1

*For these two scales, the first number is the number of items for grade 7 students; the second the number of items for students in grades 8, 9 and 10. In each case, the older students have some different and/or more difficult items.

TABLE 3 Mean percentile scores, by grade and sex, for Subtest W3 (Knowledge and Use of Reference Materials) of Form 2 of the Canadian Tests of Basic Skills.*

Sex	Grade			
	7	8	9	10
Male	36.0	25.0	44.1	56.2
Female	51.0	39.4	58.6	72.3
Total	42.8	32.2	50.4	64.5
% of Students With Percentile Scores >50	34.7	24.4	47.8	68.3

*Although there are some valid statistical arguments against averaging percentile scores, such averages are presented in this and other reports because they do convey, in a fairly easily understood way, the *pattern* of student performance by sex and grade. A more adequate estimate of the *level* of student performance can be gained by examining the row of figures which gives the 'percent of students with percentile scores >50'. If London students performed exactly as well as the students in the standardization sample, this row would have a value of 50 entered in each column.

ANOVA tests revealed two major trends: girls generally score slightly higher on all of the subscales than boys, and students' scores improve gradually over the grade 7 to 10 interval. London students' performance on these tests is generally below that of the national standardization sample.

Teachers' estimates of the instructional emphasis they had given to each of these skills in their class up to the point of testing are summarized in Appendix E; their judgements of the grade at which they expect students to have fairly complete mastery of these skills are summarized in Appendix F. An examination of these data reveal: (a) a very wide variation, both within and across grade levels, in the amount of instruction provided in these skills, and (b) a similarly wide variation, both within and across grade levels, in teachers' expectations of the grade level at which the various skills ought to be mastered. Although these data were produced by only five teachers at each grade level

using rather crude scales, it seems quite evident that there is little consensus about when and how much attention ought to be given to the area of 'knowledge and use of reference materials'. This may account, in part, for students' relatively poor performance on these tests.

Reading Skills: STEP II Reading Test and Vocabulary

The percents of students passing each item on this test are presented, separately for the three 'subscales' of Comprehension, Translation and Analysis, in Appendices G, H and I respectively. The percents passing for the normative or standardization sample are also listed for purposes of comparison.

The means of the number of items correct for each of these same three 'subscales' are presented in Table 4 and the mean raw scores with percentile equivalents are given in Table 5, all by grade and sex. It should be remembered that students in grade 7, 8 and 9 took one level of this test (3A) and grade 10 students, a more difficult level (2A).

Interpretation of these findings is complicated by the fact that, whereas the normative data are based upon testing students in the Fall, students in this study were tested during February and March. Although Spring norms are provided, the test publisher, on direct inquiry recommended reporting the data in terms of Fall norms.[6] This means that the estimates of London students' performance are probably somewhat high. It does, however, seem reasonable to conclude that the London students tested did at least as well on the reading tests as students in the normative sample.

One-way ANOVA tests indicate no significant differences in the performance of boys and girls on this reading test. Although students generally improved their raw scores over the grade 7 to 10 interval, their performance, viewed in terms of percentile scores, showed no systematic grade trends. Overall London students' performance on this test was as good or better than that of the normative population, U.S. students in 1968.

The pattern of London students' performance on the three subscales follows quite closely that of the normative group. There do not appear to be any *particular* weaknesses or strengths related to the skills of comprehension, translation or analysis.

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[6]Personal communication from Dr. J. Goodison, Director, Cooperative Tests and Services, Educational Testing Service, Princeton, New Jersey.

TABLE 4 Mean number correct, by grade and sex, for Comprehension, Translation and Analysis 'subscales' of the STEP II Reading test.

Comprehension

Sex	Grade			
	7	8	9	10
Male	14.2	15.5	18.5	18.5
Female	13.8	15.2	17.6	18.1
Total	14.0	15.3	18.0	18.3
Test Level	3A	3A	3A	2A
Number of Items	26	26	26	28

Translation

Sex	Grade			
	7	8	9	10
Male	14.4	16.1	19.6	14.4
Female	13.4	15.5	17.7	14.5
Total	13.9	15.8	18.6	14.5
Test Level	3A	3A	3A	2A
Number of Items	28	28	28	27

Analysis

Sex	Grade			
	7	8	9	10
Male	2.8	3.2	3.5	2.2
Female	2.9	3.2	3.5	2.5
Total	2.8	3.2	3.5	2.3
Test Level	3A	3A	3A	2A
Number of Items	6	6	6	5

TABLE 5 Mean number of items correct, by grade and sex, for the STEP II Reading Test, with percentile equivalent of mean raw score and percent of students receiving a percentile score at or greater than the 50th percentile.*

Sex	Grade			
	7	8	9	10
Male	31.38	34.74	41.60	35.15
Female	30.06	33.95	38.72	35.07
Total	30.72	34.33	40.04	35.10
Test Level	3A	3A	3A	2A
Percentile Equivalent of Mean Raw Score	63	53	59	56
% of Students With Percentile Scores ≥50	61.6	65.3	63.3	71.0

*Based on Fall norms; students tested in February and March.

Reading Skills: Vocabulary

The mean percentile scores of all 2,685 students on the Vocabulary subtest of the Comprehensive Tests of Basic Skills, grouped by grade and sex, are given in Table 6. These figures indicate that London students' word knowledge is as good or better than that of the standardization sample on this test. It is also evident that the performance of elementary students is somewhat better than that of the secondary students.

TABLE 6 Mean percentile score on the Vocabulary subtest of the Comprehensive Tests of Basic Skills, by grade and sex.

Sex	Grade			
	7	8	9	10
M	55.6	55.7	50.6	50.8
F	50.1	55.6	50.5	48.2
Total	52.7	55.7	50.5	49.5

Because students' scores on vocabulary tests correlate quite well with measures of general intellectual verbal ability, these findings also suggest that the sample of students used in the overall evaluation project is of at least average ability. This, in turn, tends to eliminate 'low ability' as a factor accounting for less-than-average performance on other English skills.

Ability to Follow Written Directions

Students' ability to follow written directions was assessed by rating how well they followed such directions when given a writing assignment. The actual writing assignment is reproduced in Appendix J and the rating scale in Appendix C.

The percents of students, by grade, receiving each of three possible ratings of the extent to which they followed directions on the letter-writing assignment are provided in Table 7. As is evident from the data of this table, and confirmed by an ANOVA test, students' performance becomes increasingly better as one goes up the grade levels.

TABLE 7 Percent of students, by grade, receiving each of three possible ratings of ability to follow written directions on the letter writing assignment.

Rating	Grade			
	7	8	9	10
3	20.4	23.3	28.5	47.3
2	53.1	63.7	63.8	48.8
1	26.5	13.0	6.9	3.9

Given the nature of the task, it is difficult to believe that the relatively poor performance of students is due to a lack of *ability* to understand and follow directions. It is much more likely that their relatively poor performance results from a *lack of concern*, i.e., the underlying problem is one of motivation rather than one of ability. The significance of this finding is heightened by the fact that students were told that their performance on this particular assignment could affect their term mark.

Reading Skills: Oral Reading

Since it was not possible to administer the Gilmore Oral Reading Test in its entirety, the following procedure was used: all students were given paragraph 7; those who made 10 or more errors were then given paragraph 5; those who made fewer than 10 errors were given paragraph 9. Although this procedure does not permit use of the publishers' norms, it does provide a standardized sample of oral reading behavior and permits an analysis of types of error, grade trends and sex differences.

Table 8 gives the percents of students, by grade, who read either paragraphs 5 and 7 or 7 and 9. It is apparent from these data that students' oral reading skill improves considerably over the grade 7 to 10 interval.

TABLE 8 Percents of students, by grade, reading either paragraphs 5 and 7 or 7 and 9 on the Gilmore Oral Reading Test

Paragraphs Read	Grade			
	7	8	9	10
5 & 7	55.5	40.8	27.7	16.7
7 & 9	44.5	59.2	72.3	83.3

Table 9 gives, by grade, the mean number of errors of various types made by students as they read paragraph 7 and the mean number of seconds they took to read it. Again it is evident that students' performance improves markedly as a function of grade level. The improvement is most noticeable in the reduction of errors which indicate 'decoding' difficulties, i.e., substitutions, mispronunciations and words pronounced by the examiner.

The percents of students, by grade, receiving various ratings of the 'naturalness' of their oral reading are presented in Table 10. Students' performance improves as a function of grade level. The most noticeable improvement, probably related in part to the difficulty of the material, occurs between grades 7 and 8.

Interrelationships among ability, attitude and reading skill measures.

Because three different groups of students took different batteries (I, II and V) of tests to provide an assessment of Intermediate English

TABLE 9 Mean number of errors of various types, by grade, made by students when reading paragraph 7 of the Gilmore Oral Reading Test and mean number of seconds to read paragraph 7.

Type of Error	Grade			
	7	8	9	10
Substitutions	5.14	3.54	3.18	2.50
Mispronunciations	2.14	1.13	.73	.52
Words Pronounced by Examiner	0.48	.13	.14	.04
Disregard of Punctuation	0.41	.33	.17	.09
Insertions	1.29	.88	1.08	.88
Hesitations	0.02	.03	.03	.00
Repetitions	3.13	2.71	2.45	1.89
Omissions	0.85	.76	.67	.66
Total	13.49	9.47	8.42	6.59
Mean Reading Time in Seconds	77.71	63.35	58.24	51.87

TABLE 10 Percents of students, by grade, receiving various ratings of their 'Naturalness of Oral Reading' on the Gilmore Oral Reading Test.

Rating	Grade			
	7	8	9	10
3	8.3	10.3	10.3	12.4
2	67.7	80.2	83.6	85.0
1	24.1	9.5	6.0	2.7
Mean	1.84	2.01	2.04	2.10

program goals in the area of reading, examination of the interrelations of *all* ability, attitude and reading skill tests is not possible. Those relationships which can be examined, therefore, are presented in three sets, one for each test battery.

Also, because students in different grades were given different 'levels' of the various standardized tests, correlations among the various types of variables could be calculated for only those students in the sample who had taken the same 'level' of the standardized tests.

(a) Knowledge and Use of Reference Materials

Pearson product-moment correlations, calculated among vocabulary, attitude and subscale scores on subtest W3 of the Canadian Tests of Basic Skills, are given in Table 11. An examination of these correlations indicates that: (i) Students' performance on the various reference subskills is significantly but quite modestly intercorrelated. (ii) Students' performance on all of the reference subskills is related significantly, if modestly, to their verbal ability, as measured by the vocabulary test. (iii) There is a slight trend for students who enjoy reading and/or tend to apply their English skills to have greater mastery of reference subskills.

TABLE 11 Intercorrelations among measures of verbal ability, attitude and skill in reference material use for 360 grade 8, 9 and 10 students.

Variable*	2	3	4	5	6	7	8	9	10
1. Vocabulary percentile	35		34	28	29	35	55	45	27
2. Enjoyment of reading		36		16	20	16	20	20	
3. Application of English skills				16	10		13		
4. Use of the Index				37	34	40	43	36	33
5. Use of Guide Words					36	25	36	26	32
6. Use of Key Words						36	39	33	24
7. Use of Encyclopedia							43	35	26
8. Use of Dictionary								44	39
9. Knowledge of Reference Materials									34
10. Alphabetizing									

*A correlation of .11 is required for significance at $p < .05$; .15 for significance at $p < .01$. Only significant correlations are reported in this table. Decimals have been omitted for ease of reading.

(b) Verbal Ability, Attitude and Reading Skill

Correlations among vocabulary, attitude and STEP II Reading Test subskills scores, shown in Table 12, reveal the following relationships: (i) Student performance on the Comprehension, Translation and Analysis reading subskills are moderately intercorrelated. (ii) Performance on the reading test is highly related (.81) to verbal ability, as measured by the vocabulary test. (iii) There are significant, though modest, relationships between students' rated 'enjoyment of reading' and their reading performance.

TABLE 12 Intercorrelations among measures of verbal ability, attitude and reading skill for 380 grade 7, 8 and 9 students.

Variable*	2	3	4	5	6
1. Vocabulary Percentile	33	71	74	45	81
2. Enjoyment of Reading		29	28	24	37
3. STEP II Reading - Comprehension			80	50	88
4. STEP II Reading - Translation				53	89
5. STEP II Reading - Analysis					61
6. STEP II Reading Percentile					

*A correlation of .10 is required for significance at $p < .05$; .13 for significance at $p < .01$. Decimals have been omitted for ease of reading.

(c) Verbal Ability, Attitudes and Oral Reading

Correlations among vocabulary, attitude and oral reading tests, shown in Table 13, indicate the following relationships: (i) Oral reading performance is moderately related to verbal ability. (ii) Students who enjoy reading tend to do better on the oral reading test. (iii) There are no significant relationships between students' rated self-confidence in speaking and their performance on the oral reading test.

TABLE 13 Intercorrelations among measures of verbal ability, attitude, and skill in oral reading for 582 students in grades 7 to 10 inclusive.

Variable*	2	3	4	5	6
1. Vocabulary Percentile	37	09	-43	-48	33
2. Enjoyment of Reading			-12	-23	26
3. Self-confidence in Speaking					
4. Oral Reading - Total Weighted Errors**				68	-41
5. Oral Reading - Total Weighted Time**					-51
6. Oral Reading Naturalness					

*A correlation of .09 is required for significance at $p < .05$; .12 for significance at $p < .01$. Only significant correlations are reported in this table. Decimals have been omitted for ease of reading.

**These two measures involved differential weighting of each student's errors or reading time for the Gilmore Oral Reading test in terms of which pair of paragraphs, 5 and 7 or 7 and 9, he read.

SUMMARY

This report has described the performance of grade 7 to 10 students on several measures of attitude and skill related to explicitly stated objectives of the English program in the area of reading.

Thirteen tables, one figure and eight appendices were used to present detailed data concerning students' performance on measures of: enjoyment of reading, vocabulary, silent reading, knowledge and use of reference materials, oral reading, and ability to follow written directions.

Interrelations among ability, attitude and skill measures were noted briefly.

In general, students' performance in the area of reading shows fairly regular growth over the grade 7 to 10 interval with a tendency for girls' performance to be better than that of the boys. Students ability and/or willingness to follow written directions and their knowledge and use of reference materials seem to be somewhat below 'expectations.' There is an evident lack of consensus among faculty concerning what skills should be 'mastered' at what grade level, and a corresponding wide variability in the teaching emphasis the skills are given.

*REFERENCES**

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Survey of Student Achievement - Overview.* Board of Education, London, Ontario, 1974 (mimeo).

Dickie, L. & Rice, E. T. *Intermediate English Evaluation Project: Stating the Objectives.* Board of Education, London, Ontario, 1973 (mimeo).

*A complete list of all the publications arising out of the Intermediate English Evaluation Project is provided at the end of this paper.

APPENDIX A

FORMS USED BY THE CLASSROOM TEACHER
TO RATE HER CLASS AND THE TESTS BEING USED

INTERMEDIATE ENGLISH PROJECT

TEACHER RATINGS OF CLASSES AND TESTS

There are three major related difficulties in trying to evaluate any program in any subject area: deciding *what* program objectives to assess; determining *how* to assess them and, finally, locating or developing some *standards* in terms of which evaluative judgments can be made.

With the help of various groups of teachers, the English study committee has selected which elements of the intermediate program to assess first and has selected or developed some tests for this purpose. The committee, however, is not completely satisfied with all of the tests and needs your help in both evaluating their appropriateness and creating some general standards against which the adequacy of students' performance on them can be judged.

In order to make it easier for you to communicate your opinions and judgments, the Committee has developed the following set of questions which it would like you to answer. Some of the questions ask you to rate your class in general terms; some are concerned with estimates of your class's performance on the tests, and some are concerned with your opinions about the appropriateness of the tests and performance standards or goals for them.

Even though some of the questions may seem impossible or very difficult, please try to answer all of them as frankly as you can.

Because we will want to relate student performance to some of the ratings you give, it is necessary to have you identify yourself on the questionnaire form. However, you may rest assured that you will not be identified in any written reports and your responses will be treated as confidential information. The purpose of this project is to evaluate program, not people.

NAME: _____ SCHOOL: _____

If grade 9 or 10, course code (e.g. Eng.251) _____

and title _____

Number of different English classes taught this year. _____

PART I - RATING OF THIS CLASS

Give a general assessment of this class by making the following ratings.

Compared to all of the other classes at this grade level that I have ever taught, this class.....

____ is better than average in academic ability

____ is of average academic ability

____ is below average in academic ability

____ seems to enjoy English more than most classes

____ shows neither special enjoyment nor distaste for English

____ doesn't seem to enjoy English as much as most classes

____ possesses very good English skills

____ has average English skills

____ is weak in English skills

FORMS USED BY TESTERS TO RATE THE ADEQUACY OF THE TESTING SESSIONS

TEST SESSION EVALUATION SHEET

CLASS: _____ _____ 7 8 9 10
Teacher's Name School Grade

BATTERY I II III IV V

(a) What degree of effort did the students put into doing the tests?

- ☐ good, conscientious effort
- ☐ average effort
- ☐ gave only minimal effort
- ☐ gave sufficiently little effort to perhaps invalidate the tests

(b) To what degree was the testing session free of interruptions, e.g., P.A. system, someone at the door, unruly student, etc.?

- ☐ no interruptions at all
- ☐ only minor interruptions
- ☐ enough interruptions to interfere significantly with testing
- ☐ serious interruptions, perhaps invalidating the tests

(c) What was the general attitude of the class toward doing the tests?

- ☐ very positive
- ☐ slightly positive
- ☐ neither obviously positive or negative
- ☐ slightly negative
- ☐ very negative

COMMENTS: _____

_____

APPENDIX C

SCALE USED TO RATE STUDENTS' ABILITY TO FOLLOW WRITTEN DIRECTIONS

SCALE 7

FOLLOWING DIRECTIONS

3	Student has followed directions carefully: - written on every other line - used letter format - included all of pertinent information given, e.g., address - responded to specific directions - e.g., giving reasons, explaining the situation
2	Student has followed directions with respect to the main intent of the assignment, but has: - failed to write on every other line, or - not used letter format, or - left out pertinent details, e.g. address
1	Student has really not grasped the main intent of the assignment, included pertinent detail nor used the appropriate format.

APPENDIX D

Percent of students, by grade, passing each item of Subtest W3 of Form 2 of the Canadian Tests of Basic Skills.

Alphabetizing

Items		Grade											
		7			8			9			10		
Gr. 7	Gr. 8, 9 & 10	London	*Norm*	*	London	*Norm*	*	London	*Norm*	*	London	*Norm*	*
67	130	80	*73*	80	44	*51*	68	56	--	76	67	--	80
68	131	84	*80*	84	37	*55*	64	53	--	73	58	--	70
69	132	67	*71*	67	32	*44*	58	51	--	73	47	--	58
70	133	81	*68*	81	40	*55*	75	51	--	74	65	--	82
71	134	79	*69*	79	32	*51*	62	50	--	73	66	--	83
72	135	85	*83*	85	15	*23*	30	24	--	37	27	--	35
73	136	88	*84*	88	27	*40*	58	44	--	69	47	--	61
74	137	79	*75*	79	31	*54*	66	48	--	76	57	--	75
75	138	68	*68*	68	26	*47*	57	45	--	72	59	--	78
76	139	85	*80*	85	22	*45*	50	41	--	68	52	--	71
77	140	77	*74*	77	23	*45*	52	37	--	63	49	--	69
78	141	88	*77*	89	27	*47*	64	35	--	60	47	--	68
79		68	*69*	68									
80		82	*77*	82									
81		85	*78*	85									
82		62	*67*	62									

*Percent passing based only on those students who actually tried the item.

The rather large discrepancies which occasionally occur between the percent passing figures noted in this column and the column headed 'London' results from the fact that a significant number of students did not finish this timed test.

It is also important to note that, whereas the alphabetizing items were the *first* ones attempted by grade 7 students, they were the *last* ones for the grade 8 to 10 students.

APPENDIX D (Cont'd)

Using the Index

Items	Grade 7			Grade 8			Grade 9			Grade 10		
	London	*Norm*	*	London	*Norm*	*	London	*Norm*	*	London	*Norm*	*
83	54	*47*	55	49	*54*	50	56	--	57	61	--	61
84	63	*66*	63	62	*71*	62	76	--	77	72	--	72
85	34	*40*	34	41	*54*	41	59	--	59	68	--	68
86	66	*63*	67	67	*75*	67	86	--	86	81	--	81
87	30	*39*	30	44	*47*	44	59	--	60	64	--	64
88	53	*51*	53	50	*57*	50	66	--	68	66	--	66
89	45	*44*	45	48	*56*	48	62	--	63	75	--	75
90	31	*28*	31	38	*37*	38	48	--	49	62	--	62
91	58	*55*	59	64	*61*	64	77	--	79	75	--	75
92	24	*48*	25	44	*55*	44	52	--	53	59	--	59

Using Dictionary Guide Words

93	64	*57*	65	71	*70*	71	73	--	74	80	--	80
94	49	*45*	50	58	*56*	59	65	--	66	71	--	71
95	34	*43*	35	43	*51*	43	50	--	50	52	--	52
96	75	*69*	76	83	*80*	84	86	--	86	88	--	88
97	51	*60*	52	64	*66*	64	71	--	71	79	--	79

Using Key Words

98	35	*42*	35	44	*56*	44	57	--	58	71	--	71
99	74	*70*	76	79	*81*	79	89	--	90	95	--	95
100	76	*58*	78	70	*80*	70	85	--	86	88	--	88
101	49	*55*	50	55	*68*	60	61	--	62	72	--	72

APPENDIX D (Cont'd)

Use of the Encylopedia

Items	Grade											
	7			8			9			10		
	London	*Norm*	*	London	*Norm*	*	London	*Norm*	*	London	*Norm*	*
102	52	*63*	53	69	*73*	69	83	--	84	89	--	89
103	40	*25*	40	34	*38*	34	45	--	47	42	--	43
104	59	*55*	60	58	*63*	59	68	--	69	73	--	73
105	44	*41*	45	48	*47*	48	61	--	62	81	--	82
106	25	*41*	26	39	*60*	40	58	--	59	73	--	75
107	18	*20*	19	26	*28*	26	22	--	22	26	--	27

*Use of the Dictionary**

117	53	*57*	72	71	*76*	77	78	--	84	92	--	94
108	49	*49*	51	61	*58*	63	68	--	70	86	--	87
112	32	*39*	38	48	*44*	50	59	--	61	56	--	56
115	26	*32*	34	35	*43*	37	45	--	39	46	--	47
109	42	*49*	46	47	*53*	48	53	--	54	50	--	52
110	45	*55*	49	55	*65*	57	59	--	61	72	--	73
111	40	*44*	47	53	*58*	56	61	--	63	72	--	73
113	35	*38*	42	52	*49*	54	61	--	64	67	--	68
114	27	*44*	36	44	*52*	47	53	--	56	71	--	72
116	22	*27*	30	31	*42*	33	39	--	41	56	--	56

*Double lines in this and the following table have been used to separate groups of items which are related to different aspects of the skill in question. See Teacher's Manual for the Canadian Tests of Basic Skills, Thomas Nelson & Sons, 1968.

APPENDIX D (Cont'd)

Use of General Reference Materials

Items	Grade											
	7			8			9			10		
	London	*Norm*	*	London	*Norm*	*	London	*Norm*	*	London	*Norm*	*
124	33	*41*	59	49	*58*	62	65	--	81	74	--	80
125	21	*34*	38	35	*44*	46	50	--	63	63	--	68
118	58	*56*	81	73	*74*	82	86	--	93	92	--	93
121	23	*21*	37	37	*34*	44	48	--	55	57	--	59
119	42	*48*	61	57	*62*	64	73	--	79	77	--	78
120	28	*31*	41	44	*49*	55	60	--	66	74	--	75
122	40	*34*	66	48	*48*	59	50	--	58	48	--	50
127				15	*20*	21	29	--	36	39	--	43
128				22	*18*	31	36	--	46	33	--	37
129				32	*44*	48	42	--	56	57	--	66
123	35	*43*	59	42	*62*	53	52	--	64	67	--	72
126				11	*17*	15	13	--	17	27	--	29

APPENDIX E

Teachers' ratings, by grade taught, of the instructional emphasis they had given, up to the point of testing, on the various skills involved in knowledge and use of reference materials.

Indexing

Rating*	Grade			
	7	8	9	10
1		2	4	3
2	3	2		1
3	2	1	1	1
4				
5				

Use of Guide Words

Rating*	Grade			
	7	8	9	10
1	2	2	2	1
2	1	1	2	2
3	1	1	1	1
4	1	1		1
5				

Use of Key Words

Rating*	Grade			
	7	8	9	10
1	1	3	2	2
2	2			2
3	1	2	1	1
4	1		1	
5				

Use of the Encyclopedia

Rating*	Grade			
	7	8	9	10
1		2	2	
2	3	2		2
3	1	1	2	1
4	1			1
5				

Use of the Dictionary

Rating*	Grade			
	7	8	9	10
1	1	1		
2	1	3	1	1
3	1	1	2	3
4	2		2	1
5				

Use of General Reference Materials

Rating*	Grade			
	7	8	9	10
1		1		1
2	2	3	1	2
3	2	1	3	
4	1			1
5				

Alphabetizing

Rating*	Grade			
	7	8	9	10
1	2	1		2
2	1	2	1	1
3	1	1	2	1
4				1
5	1	1		

**RATINGS*

1 - not taught at all
2 - taught only incidentally
3 - given minor emphasis
4 - taught at fairly regular intervals
5 - substantial and systematic emphasis

APPENDIX F

Teachers' judgements, by grade taught, of the grade level at which various reference material skills should be fairly completely mastered.

Indexing

Mastery at Grade	Grade			
	7	8	9	10
5				
6	2	1		
7			1	
8	2	2	1	2
9		1		
10		1	3	2

Use of Guide Words

Mastery at Grade	Grade			
	7	8	9	10
5		1		
6	3	1	1	1
7		1	1	
8	2	1	2	2
9		1		
10			1	1

Use of Key Words

Mastery at Grade	Grade			
	7	8	9	10
6	1			
7		1		
8	3	2	2	
9			2	1
10		2		2
11			1	1

Use of Encyclopedia

Mastery at Grade	Grade			
	7	8	9	10
6	3	1	1	
7		1	1	
8		1		
9	1		1	
10		2	2	4
11				

Use of Dictionary

Mastery at Grade	Grade			
	7	8	9	10
5	1			
6		2		
7	1			
8		1	3	2
9			1	2
10	1	1		
11				1
12		1		
13	1			

Use of General Reference Materials

Mastery at Grade	Grade			
	7	8	9	10
6	1	1		
7				
8	2	3	1	
9	1			1
10		1	2	1
11			1	1
12				
13				1

APPENDIX F (Cont'd)

Alphabetizing

Mastery at Grade	Grade			
	7	8	9	10
5		1		
6	3			
7	1	2		
8	1	1		
9			2	2
10		1	2	1
11				
12				
13				1

APPENDIX G

Percent of students passing each of the items making up the *Comprehension* 'subscale' of the STEP II Reading Test.

Item **		FORM 3A									FORM 2A		
		Grade											
		7			8			9			10		
Form		London	Norm***	*	London	Norm	*	London	Norm	*	London	Norm	*
3A	2A												
3	2	89	81	90	92	87	92	99	93	99	90	91	90
4	3	79	66	81	85	78	85	99	86	99	87	87	87
6	5	83	80	84	94	87	94	98	91	98	94	92	94
8	7	60	64	61	81	74	82	90	83	90	88	86	88
10	8	78	63	79	78	71	79	83	75	83	94	88	94
12	9	75	71	76	88	78	88	94	83	94	87	86	87
13	11	79	67	79	79	74	80	90	82	90	78	76	79
14	12	51	57	52	58	67	58	78	73	79	88	84	88
18	13	38	42	39	54	49	54	48	55	49	78	75	79
20	15	43	34	44	41	46	41	58	62	59	92	73	93
22	16	44	43	45	50	48	51	68	55	69	76	71	76
23	19	32	24	33	38	34	39	50	45	51	67	59	68
24	20	34	30	35	40	44	42	58	50	61	72	68	73
26	22	32	34	34	24	38	26	36	40	39	61	50	61
31	23	85	77	86	86	83	87	93	88	94	33	46	33
34	30	38	32	38	47	36	47	46	45	46	27	27	28
35	31	65	54	66	72	64	73	83	73	84	67	66	68
38	32	31	24	32	31	28	31	41	32	41	73	61	74
40	33	72	68	73	79	74	80	90	82	90	94	89	94
41	34	43	40	43	47	47	48	48	47	48	43	48	44
43	42	65	59	66	65	68	65	85	73	85	69	57	70
46	44	22	21	23	25	22	25	37	27	37	14	20	14
48	45	35	37	36	41	42	41	55	48	55	57	50	58
51	47	46	45	49	53	50	55	60	58	62	18	23	18
54	49	53	54	59	54	64	60	68	69	74	48	37	50
59	50	29	29	40	38	36	49	43	42	56	71	54	77
	51										42	36	47
	55										25	36	35

*Percent passing based only on those students who actually tried the item.

**Item numbers are, of course, different for form 3A and 2A. This test is given in two parts with items numbered 1 to 30 in each part. For ease of tabulation, items in the second part have been re-numbered 31 to 60.

***Norms are for students tested in the fall term.

Percent of students passing each of the items making up the *Translation* 'subscale' of the STEP II Reading Test.

Item**		FORM 3A									FORM 2A		
		Grade											
		7			8			9			10		
Form		London	Norm***	*	London	Norm	*	London	Norm	*	London	Norm	*
3A	2A												
1	1	89	87	89	94	91	96	99	94	99	94	93	94
2	4	92	87	92	96	93	97	98	95	98	89	84	89
5	6	81	71	81	90	84	90	92	90	92	84	80	86
7	10	82	70	83	90	75	90	89	80	89	76	71	76
9	14	67	61	67	76	66	77	79	73	79	88	78	89
11	17	76	69	76	76	79	77	83	79	84	89	74	90
15	18	62	49	63	66	59	66	77	67	77	68	62	68
16	21	36	35	37	47	48	48	77	61	77	48	49	49
17	24	57	51	58	69	61	69	77	70	77	47	45	47
19	25	48	39	49	65	46	66	82	58	82	51	40	52
21	26	48	51	49	59	60	60	76	70	77	36	39	36
25	27	30	25	31	38	30	40	51	40	53	36	32	37
27	28	24	18	27	24	22	27	42	31	44	47	33	49
28	29	21	20	25	30	28	33	40	40	42	30	27	31
29	35	24	19	28	25	22	28	42	33	45	79	64	79
30	36	18	21	22	29	27	33	37	35	40	71	58	72
32	37	75	61	76	79	71	80	90	82	90	28	25	28
33	39	55	49	56	54	55	54	45	60	46	65	66	66
36	40	40	35	66	42	41	43	53	49	54	65	55	65
44	46	72	60	74	76	70	78	82	76	83	39	35	40
45	48	67	58	69	74	69	75	87	77	88	30	30	31
47	52	53	41	54	53	50	54	79	61	81	43	40	48
49	54	26	28	28	40	34	42	48	47	50	23	20	28
50	56	30	31	32	33	39	34	44	45	45	39	44	55
52	57	30	32	33	42	38	46	44	49	47	39	41	67
55	58	37	48	42	51	50	59	57	52	65	25	24	39
58	60	26	25	35	31	32	41	42	43	54	21	27	35
60		26	24	36	28	30	36	46	40	60			

*Percent passing based only on those students who actually tried the item.

**Item numbers are, of course, different for form 3A and 2A. This test is given in two parts with items numbered 1 to 30 in each part. For ease of tabulation, items in the second part have been re-numbered 31 to 60.

***Norms are for students tested in the fall term.

APPENDIX I

Percent of students passing each of the items making up the *Analysis* 'subscale' of the STEP II Reading Test.

Item**		FORM 3A									FORM 2A		
		Grade											
		7			8			9			10		
Form		London	*Norm***	*	London	*Norm*	*	London	*Norm*	*	London	*Norm*	*
3A	2A												
37	38	61	*59*	62	71	*67*	71	85	*74*	85	46	*29*	47
39	41	45	*41*	45	45	*46*	46	50	*51*	50	59	*56*	59
42	43	58	*53*	59	69	*63*	69	77	*66*	77	49	*42*	49
53	53	70	*65*	77	81	*76*	87	79	*82*	87	56	*43*	65
56	59	25	*19*	32	26	*27*	31	23	*28*	28	24	*39*	41
57		26	*22*	34	31	*26*	38	36	*36*	44	--	--	--

*Percent passing based only on those students who actually tried the item.

**Item numbers are, of course, different for form 3A and 2A. This test is given in two parts with items numbered 1 to 30 in each part. For ease of tabulation, items in the second part have been re-numbered 31 to 60.

***Norms are for students tested in the fall term.

APPENDIX J

INTERMEDIATE ENGLISH

STUDENT WRITING ASSIGNMENT INSTRUCTIONS

Write a letter to one of the following three persons.

The body of the letter should be at least 20 lines. Write on every other line. Pay careful attention to your grammar, spelling, punctuation, etc. You may use a dictionary. This assignment will be returned to your teacher, who may use it in determining term marks.

1. A TV program which you are looking forward to viewing will not be shown. In your opinion, the program to be seen in its place is less interesting than the originally scheduled show. Write a letter to Mr. K. L. Jones at CFEW-TV in this city. Inform Mr. Jones, who is the station manager, of your concern by pointing out your reasons for liking the one program and not liking the other. Be sure to give convincing arguments in each case. Station CFEW-TV is located at 123 Newmarket Avenue.

2. You recently bought a certain product. This product has failed to meet its advertised expectations. The local store which sold the item refused to help you. Mrs. Ann Smith is the consumer relations officer at Ace Manufacturing Limited, the firm which manufactured the product. Write to her at 419 Southern Avenue in Toronto. Outline whatever background information is necessary and the complaint which you have about the product. Ask for her assistance in finding a solution to the problem.

3. You are one of a group of students which wants to have a coke machine installed in your school. You have met with the principal and he is not opposed to the idea. Before the machine can be installed, however, permission must be obtained from the London Board of Education. Write to Mrs. Judy White, who is Chairman of the Board of Education, and explain the situation to her. Ask her assistance in presenting this request to other Board members. Point out the arguments in favour of the installation of the machine which she may use in her presentation. The mailing address for the Board is P.O. Box 5873 in this city.

APPENDIX K

ORAL READING NATURALNESS

3 ..... The student reads loudly enough and the reading is paced so that it is readily understood. There is correct rhythm to the passage with emphasis in the proper places.

2 ..... It is difficult in some places to understand the passage because the reading is too soft or not well paced. It does not always flow smoothly because of improper emphasis or lack of rhythm.

1 ..... It is difficult to understand the passage because the reading is too soft or not well paced. There is no rhythm to the reading with emphasis either missing or inappropriate.

INTERMEDIATE ENGLISH EVALUATION PROJECT PUBLICATIONS

Dickie, L. *Background and Plan for the Intermediate English Evaluation Project.* Board of Education, London, Ontario, 1974 (mimeo).

Dickie, L. & Rice, E. T. *Intermediate English Evaluation Project: Stating the Objectives.* Board of Education, London, Ontario, 1973 (mimeo).

Stennett, R. G., Dickie, L., Rice, E. T., Clift, G. & Waite, N. *Intermediate English Evaluation Project: Student Attitudes.* Board of Education, London, Ontario, 1973 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Survey of Teachers.* Board of Education, London, Ontario, 1974 (mimeo).

Males, S., Dickie, L., Rice, E. & Stennett, R. G. *Intermediate English Evaluation Project: Community Attitudes.* Board of Education, London, Ontario, 1973 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Survey of Student Achievement - Overview.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Reading - Student Attitudes and Achievement.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Writing - Student Attitudes and Achievement.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Listening.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Speaking.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Verbal Creativity.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Attitudes Revisited.* Board of Education, London, Ontario, 1974, (mimeo).

Latimer, R. D. *An Overview of the English Language Arts Programs - Intermediate Division, City of London Schools.* Ministry of Education, Ontario, 1973 (mimeo).

INTERMEDIATE ENGLISH EVALUATION PROJECT:
WRITING - STUDENT ATTITUDES AND ACHIEVEMENT

R. G. Stennett, Ph.D. & Lorna Isaacs
Educational Research Services

Research Report 74-09

This report is one of a series of six which describes in detail student attitudes and achievement in major areas of the Intermediate English program. The six reports, in turn, represent one major segment of the needs assessment phase of an overall evaluation plan which has included prior surveys of the community, faculty and students and a special goals-specification project.

Because of the size and complexity of the achievement assessment phase of the evaluation project, a 'preface' paper has been prepared which gives an overview of the project and describes the sampling procedures, subject population, testing strategies, program goals evaluated, etc. (Stennett & Isaacs, 1974). The current report has been written on the assumption that the reader will have read the 'preface' paper before reading this one.

This report will detail the students sampled, the attitudinal and achievement goals selected for evaluation, the tests, scales and ratings and the statistical techniques employed to describe, summarize and analyze the data. Because it is anticipated that the results of this study will be used to formulate specific recommendations for changes in curricular content and method, detailed item-level tabulations of student performance on the various tests have been provided in a series of appendices.

A major limitation of the current report is the absence of clearly-stated standards or *expectations* of student performance against which their *actual* performance can be evaluated. In the case of some of the standardized tests, norms are available and will be referred to when appropriate. In other cases, for example spelling, students' performance can be assessed against an absolute standard. For some tests, classroom teachers made judgements about the appropriateness of the tests and, in a general way, indicated how they thought students should and would perform. However, really appropriate value judgements about the adequacy of student performance require the development of explicit, detailed, performance standards, (keyed to student age and ability differences) about which there is at least a reasonable degree of local consensus.

The findings provided in this report, therefore, represent *one* of the important bases necessary for judgements about whether or not the current level of student skill in writing is "adequate". In and of themselves, they do not allow such judgements. As a source of pertinent information for possible curricular change, however, the current findings are undoubtedly the best available.

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METHOD

Sampling of Students

Because of the design of this study, different samples of students had to be used to assess different aspects of their attitudes and achievement in the area of writing. Most attitude measures are available for the entire sample of 2,685 students. The tests, which required students to write a business letter (Battery V), involved a subsample of 540 cases. A different subsample of 537 students took the writing-related subtests of the Comprehensive Tests of Basic Skills (CTBS) (Battery IV). A more detailed description of these samples is provided in the 'preface' paper (Stennett & Isaacs, 1974).

The Battery IV and V subsamples are quite comparable with respect to age, and grade and sex composition. Although quite similar with respect to verbal ability (mean percentile CTBS vocabulary subtest scores of 49 and 51 respectively), the grade 9 and 10 students who took Battery IV indicated significantly more 'enjoyment of English classes' than those who took Battery V.

Objectives Studied and Tests Used

In this section each attitudinal and skill 'Writing' objective of the Intermediate English program selected for study will be quoted (Rice & Dickie, 1973) and the tests used to assess it described.

Attitudinal Objectives

Objective: *To develop in students an enjoyment of writing.* Students' enjoyment of writing was assessed using a simple, locally-developed attitude scale consisting of three Likert-type items.

Objective: *To develop in students an acceptance of and preference for the conventions of usage, spelling, sentence structure, punctuation, paragraphing and essay writing, but an ability to violate these conventions appropriately.* Students' attitudes toward conventional correct expression were assessed *directly* using two locally-developed attitude scales. One scale, called 'Usefulness of Grammar', contained 5 Likert-type items; the other 'Application of English Skills', contained 4 such items. An indirect, but perhaps equally valid, indication of students' attitudes toward correctness in written expression can be derived from an evaluation of the sample of their writing behaviour taken to assess their skill.

Skill Objectives

Objective: *To have students develop skill in writing exposition, narrative, description and argument.*

Objective: *To have students develop precision in written language; to make calculated choices among words and word groups; to differentiate shades of meaning among alternative expressions; to be able to use standard reference books of English usage.*

Objective: *To have students be able to use the conventions of usage, spelling, sentence structure, punctuation, paragraphing and essay writing in an appropriate manner.*

Students' attainment of these objectives was assessed primarily by having them write a business letter (Appendix A). This assignment, done during a regular class period under the supervision of a tester, was presented to students as possibly contributing to their term mark in English. They were asked to have at least 20 lines in the body of the letter and were given 30 minutes to complete it. They were allowed free access to a dictionary.

Students were provided with descriptions of three different situations and could write a letter appropriate for any one they wished. Each of the descriptions contained all of the information necessary for them to use proper names, titles, addresses etc.

Students' productions were corrected for format, spelling and grammatical errors by two experienced English teachers[1] using a specially-prepared marking scheme and tabulation sheets (Appendices B & C). Each student's production was also rated on 8 simple scales: presence of, and support for, a central theme; organization; sentence structure; clarity and effectiveness of communication; imagination, freshness, vitality, richness; handwriting; following directions; and appropriate use of letter format (Appendix D).

In addition to the writing assignment, students were given three subtests of the Comprehensive Tests of Basic Skills (1968), Form Q, (Level 3 for grades 7 and 8; Level 4 for grades 9 and 10), to assess their knowledge of: punctuation and capitalization (25 items); correct expression (30 items), and spelling (30 items). All 85 items are of the typical multiple-choice type. Because of time constraints, only 20 of the 30 items measuring correctness of expression were administered.

Test Administration

All tests were administered to students in their normal class groups by specially-trained testers (Stennett & Isaacs, 1974). During testing the classroom teacher was asked to rate both the class and the tests being given on a number of simple, locally-produced scales (Appendix E). After each test session, the tester completed a simple evaluation form (Appendix F) rating the adequacy of the testing session.

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[1]The Committee wishes to acknowledge the dedicated and conscientious assistance of Mr. Terry Benbow and Mrs. Marylou Cunningham in this aspect of the project.

Test Scoring

The subtests of the Comprehensive Tests of Basic Skills were scored by computer. The writing assignment was hand scored as described above.

As part of the preliminary training of the two test scorers and as part of the process of monitoring the reliability of their ratings and marking, a sample of 28 student letters were 'marked' by both scorers. The results of the two scorings were correlated and percent of agreement figures calculated for all of the ratings made and types of errors counted. Inter-rater correlations for the 8 rating-scales ranged from .78 to 1.00 with a median of .85. With 'agreement' defined as being 'within one point of one another', the percent of agreement figures for the 26 types of error tabulated varied from 67 to 100 with a median of 100. These figures indicate a satisfactory degree of rater reliability for purposes of this study.

Data Handling and Analysis

All of the data for all of the tests were punched into data cards, verified and subsequently edited by computer.

All of the analyses were done, using standard statistical programs, on an IBM 370 computer. The major analyses consisted of:

(a) calculating descriptive statistics (means and standard deviations) and preparing frequency and percentage-frequency distributions for all variables separately for grade and grade-sex groupings of students; (In some of these calculations, a differentiation was made between students who tried an item and answered it incorrectly and students who failed an item because they did not attempt it.)

(b) calculating one-way analyses of variance (ANOVA) across grade and grade-sex groups for all writing-test errors and ratings, attitude and skill test subscale- and total-scale scores;

(c) intercorrelating writing-test errors and ratings and factor-analyzing the resulting matrix, and

(d) intercorrelating the main subscores from all attitude and skill measures.

RESULTS

ATTITUDE

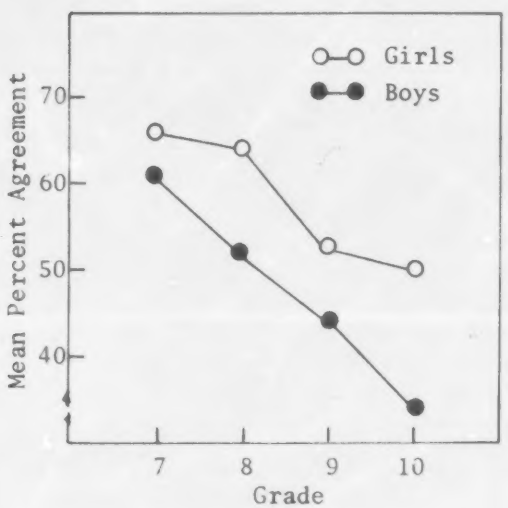
Enjoyment of Writing. The percent of students agreeing and strongly agreeing with each of the three items making up this scale are provided, separately by grade and sex, in Table 1. The means of these percent 'agreement' figures for the 3 items are plotted in Figure 1.

TABLE 1 Percent of students, by grade and sex, agreeing* with each item in the 'Enjoyment of Writing' scale.

Item Number	Item	Percent of Students Agreeing, by Grade and Sex				
		Sex	7	8	9	10
3	Memory work is worthwhile.	M	64	54	44	36
		F	64	60	49	42
8	I enjoy writing short stories.	M	73	62	60	43
		F	69	75	60	56
18	I like writing poetry.	M	45	41	27	23
		F	65	58	49	53

*In order to simplify presentation of the data, the scores of both students who 'strongly agreed' and 'agreed' with an item were added together to calculate the percent agreement figures presented in this and Tables 2 and 3, and plotted in Figures 1, 2 and 3.

FIGURE 1 Mean of percent of students agreeing with the three items comprising the Enjoyment of Writing scale, by grade and sex.



ANOVA tests indicate that both the differences between boys and girls are significant at all grade levels except 7 and also that the decreases in the scores of both boys and girls over the grade 7 to 10 interval are significant. These findings indicate that boys enjoy writing less than girls and that all students' enjoyment in this activity decreases rather dramatically as they progress over the grades. Boys' enjoyment of writing decreases more rapidly than that of the girls.

Usefulness of Grammar. The percents of students agreeing with each of the five items making up this scale are provided, separately by grade and sex, in Table 2. The means of these percent 'agreement' figures for the five items are plotted in Figure 2.

TABLE 2 Percent of students, by grade and sex, agreeing with the five items making up the Usefulness of Grammar scale.

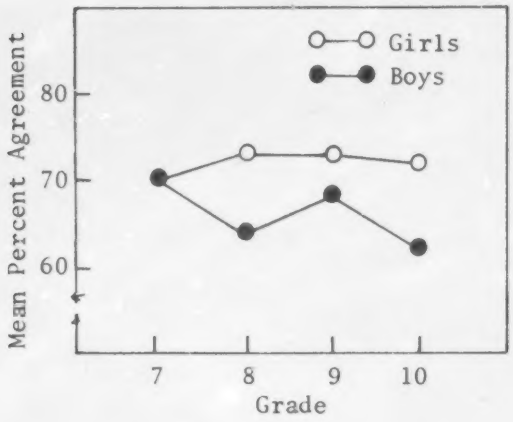
Item Number	Item	Percent of Students Agreeing, by Grade and Sex				
		Sex	7	8	9	10
2	The study of grammar helps my writing.	M F	55 55	51 69	68 80	68 82
12	The grammar I study is necessary.	M F	87 83	74 83	71 78	63 76
14	I believe that people who use poor grammar are poorly educated.	M F	37 37	32 33	32 33	22 30
22	Punctuation rules are good to know.	M F	89 92	89 93	88 91	82 90
30	I try to apply the grammar rules that I have learned when I am writing.	M F	81 85	73 86	79 85	75 81

ANOVA tests indicate that: at all grade levels except 7, boys agree with these items less often than girls; there is a slight trend for secondary boys to agree less with the items than elementary boys.

Despite these differences the overall number of students agreeing with the items making up this scale is quite high...about 70%. An inspection of student response to the individual items making up the scale

suggests an increasing endorsation of the concept that grammar study helps their writing with decreasing, though substantial, agreement that the study of grammar is necessary.

FIGURE 2 Mean of percents of students agreeing with the five items comprising the Usefulness of Grammar scale, by grade and sex.



Application of English Skills. The percents of students agreeing with each of the four items of this scale are provided, separately by grade and sex, in Table 3. The corresponding means of percent of agreement across items are plotted in Figure 3.

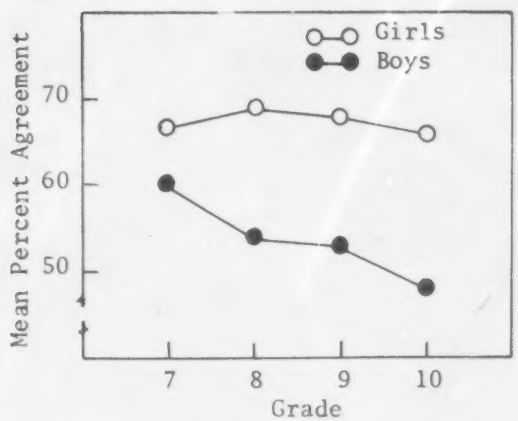
ANOVA tests indicate a substantial difference on this scale between boys and girls at all grade levels. In addition, there is a significant decrease in boys' agreement with these items over the grade 7 to 10 interval.

Although the majority of students apparently do apply their English skills when they write, a substantial minority do not. This finding is particularly important when considering student performance on the writing assignment. It may be that at least some of the students' errors on this task can be attributed to a lack of concern about correctness rather than a lack of ability or knowledge. For example, even though dictionaries were available to students during the writing assignment, the testers reported that very few students actually used them. The superiority of girls' writing performance may also be related to their greater degree of concern about correctness. Compare, for example, the girls' and boys' responses to items 17 and 26.

TABLE 3 Percent of students, by grade and sex, agreeing with each item in the 'Application of English Skills' scale.

Item Number	Item	Percent of Students Agreeing, by Grade and Sex				
		Sex	7	8	9	10
5	I look up unfamiliar words in a dictionary when I come across them in a book.	M F	56 62	56 64	51 62	44 56
10	When I write notes to a friend, I use complete sentences.	M F	57 59	45 57	47 54	37 51
17	Before I hand in a social studies or science report, I check the spelling of words which I think I may have spelled incorrectly.	M F	66 74	58 75	57 78	57 75
26	I usually check whatever I write to make sure that there are no mistakes in spelling, grammar or punctuation.	M F	62 73	56 80	55 78	54 80

FIGURE 3 Mean percents of students agreeing with the four items comprising the Application of English Skills scale, by grade and sex.



In general, girls' attitudes toward writing, as indicated on all three scales, are more positive than boys' attitudes. In addition, while boys' attitudes tend to become less positive over the grade 7 to 10 interval on all three scales, girls demonstrate this trend only for Enjoyment of Writing.

SKILLS

Writing assignment. In order to describe in detail students' performance on the writing assignment, an explanation of how the data were tabulated for analysis is necessary.

For each student's production the following counts were made: number of words written, number of sentences written and number of 'lines' written to cover the non-body or 'format' portions of the letter. (See Appendix B.) Counts were also made of the frequency with which each of 26 different types of errors were made (Appendix B). These errors were judged to be of three major types: sentence errors (16), word errors (9), and format errors (1). Totals of the number of errors of each of these three types were calculated.

Because students wrote differing numbers of sentences it was also necessary, in order to make comparisons among groups of students, to calculate the number of errors of various types they made as percentages of the number of words, sentences or format lines they wrote. Sentence errors were taken as a percentage of the number of sentences written; word errors as a percentage of the number of words written, and format errors as a percentage of the number of format lines written. Total errors for the production were calculated both as a percent of number of words and number of sentences written.

Table 4 provides mean values for several overall statistics which describe student performance on the writing assignment, separately by grade and sex. A description of the number and percent of each of 26 errors made is provided in Appendices G and H.

An examination of Table 4 indicates that girls tended to write more words and sentences and have more complete formats for their letters than did the boys. Girls' tendency to write shorter sentences than boys probably represents their use of better sentence structure. Overall, students wrote about 7 or 8 sentences and used approximately 135 words.

In general, students made about one word error for every 20 words they wrote, and 1 to 2 sentence errors in every sentence they wrote. Girls generally made fewer errors than boys and the number of errors decreases quite dramatically over the grade 7 to 10 interval. The general level of errors, however, seems quite high. For example, even at the grade 10 level, the average rate of sentence-type errors is one per sentence.

TABLE 4 Mean values, by grade and sex, for several variables which describe student performance on the letter writing assignment.

Variable	Sex	Grade			
		7	8	9	10
Number of words written.	M	117	129	128	131
	F	123	140	148	145
Number of sentences written.	M	6.8	7.4	6.5	6.9
	F	8.0	7.8	8.4	8.5
Sentence length.	M	17.4	19.0	21.8	19.0
	F	16.1	18.3	18.0	17.4
Number of format lines.	M	5.0	6.1	6.2	6.6
	F	5.8	7.0	6.4	7.3
Number of word errors.	M	8.4	7.7	6.9	6.3
	F	6.1	5.5	5.8	4.6
Percent of word errors.	M	7.5	6.2	6.1	5.3
	F	5.5	4.1	5.0	3.5
Number of sentence errors.	M	9.3	9.8	8.0	7.9
	F	8.7	8.4	9.3	7.0
Percent of sentence errors.*	M	149.7	153.8	147.1	122.9
	F	118.2	117.1	114.2	87.8
Total number of errors.	M	21.9	22.8	18.8	17.6
	F	18.3	18.5	19.3	14.1
Total errors as percent of words written.	M	20.8	18.6	16.0	15.2
	F	16.0	13.9	16.3	10.4
Number of cases in sample.	M	58	73	78	62
	F	69	54	67	53

*Percentages in excess of 100 result from the fact that the number of sentence-type errors made by students was greater than the number of sentences they wrote.

The percentages of students receiving each rating on each of the eight scales used to evaluate their letter-writing assignment are given in Table 5, separately by grade.

TABLE 5 Percentages of students, by grade, receiving each rating on each of the 8 scales used to evaluate their letter-writing assignment.

Scale*	Rating	Grade 7	8	9	10
Presence of, and support for, a central theme.	3	29	28	38	47
	2	50	60	54	49
	1	22	12	8	5
Organization of the theme.	3	1	4	5	13
	2	67	77	80	79
	1	32	19	14	8
Sentence structure.	3	3	5	6	9
	2	65	69	75	82
	1	31	27	19	9
Clarity and effectiveness of communication.	3	3	1	6	7
	2	80	84	85	87
	1	16	14	8	6
Imagination, freshness, vitality, richness.	3	11	12	21	23
	2	61	66	64	61
	1	29	22	15	16
Handwriting.	3	18	19	15	26
	2	79	77	79	72
	1	3	3	5	2
Following directions.	3	20	23	29	47
	2	53	64	64	49
	1	27	13	7	4
Use of letter format.	5	1	9	2	2
	4	7	15	15	31
	3	45	34	47	45
	2	35	30	25	19
	1	12	12	10	2

*See Appendix D for a detailed description of these scales. In general, a rating of 3 is 'excellent', 2 'average' and 1 'poor'.

One-way ANOVA tests indicate that, with the exception of 'Handwriting', students' scores on all of these scales improve over the grade 7 to 10 interval. Since the raters did not adjust their standards as a function of the students' grade level, the improvement of ratings implies a real improvement in the quality of the letters written.

In order to give the reader a more concrete impression of the quality of letters produced by the students, five actual student letters are reproduced, unedited, in Appendix I. These letters were selected, in terms of the sum of student's scores on the 8 rating scales, to represent performances at the 10th, 25th, 50th, 75th and 90th percentiles. That is, the first letter is one for which the total score on the eight scales was as good as or better than the score of about ten percent of all letters; the second letter's total score was as good as or better than the score of about 25 percent of all letters, etc.

Table 6 gives the percent of student letters, by grade, falling into three large percentile groups in terms of their total score on all eight rating scales. It is quite apparent from these data that the overall quality of students' letters improves considerably over the grade 7 to 10 interval. A fairly good impression of the students' overall performance can be obtained by reviewing the data of this table in conjunction with the five sample letters provided in Appendix I.

TABLE 6 Percent of student letters, by grade, falling into three large percentile groups in terms of their total score on all eight rating scales.

	Percentile Groups		
Grade	0-25	26-75	76-100
7	32	49	19
8	19	54	27
9	15	63	22
10	6	41	53

In an attempt to discover whether or not the 8 ratings and 26 error tabulations might represent a fewer number of underlying dimensions, the scores of all 552 students were intercorrelated and the resulting matrix factor analyzed. The rotated factor matrix, consisting of only two factors, did not reveal a meaningful pattern of loadings and, therefore, this line of analysis was not pursued further.

Comprehensive Test of Basic Skills

Interpretation of students' performance on this test is made difficult by four factors: (a) the norms for the test are based on the performance of American students in 1968 (b) since all of the items were not administered, some of the percentile norms cannot be used[2] (c) the test is norm-referenced and we are attempting to use it as a criterion-referenced test, and (d) a different 'level' of the test (containing different items of differing levels of difficulty) is used with grade 7 and 8 students than is used with grade 9 and 10 students.

For these reasons student performance is described largely in terms of the percentage of all students passing each item. Equivalent figures for the standardization sample are provided for comparison. Because of our concern with mastery, the percentage of students passing each item is also presented for just those students who actually attempted it. Because of their voluminous nature, these data are presented in Appendix J. The reader who wishes to make a detailed study of them will require a copy of the Form Q, Level 3 and Level 4 test booklets. Simpler summaries of these data are provided below in Tables 7 to 10.

It is quite apparent from the data contained in these four tables and in Appendix J, that the London students' performance is generally slightly poorer than students in the normative sample. It is, however, also true that this particular sample of London students contains a slightly higher percentage of boys and has less verbal intellectual ability than the other samples who received different tests. (See Stennett & Isaacs, 1974). It is difficult, therefore, to generalize from the performance of the current sample to all London students.

In general, London students' skills in punctuation and capitalization are less adequate than their skill in spelling. One-way ANOVA tests indicate that, with minor exceptions, girls do better than boys on all tests at all grade levels. In addition, as one might anticipate, students' absolute level of skill generally improves as they go up the grades.

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[2]A concerted effort to develop a workable formula in terms of which students' total scores could be reliably estimated on the basis of the items they did do failed. The basic reason for this failure was that students' scores are influenced by the number of items they attempt and no method could be developed which did not either systematically over- or under-estimate the scores of students who did not try all the items.

TABLE 7 Mean number of items correct, by grade and sex, for Subtest 3 of the Comprehensive Tests of Basic Skills, Form Q, Levels 3 and 4.

Subtest 3; Items 1-13; Punctuation

Group	Level 3		Level 4	
	Grade 7	Grade 8	Grade 9	Grade 10
Male	8.5	9.1	8.3	9.0
Female	9.6	10.1	9.1	10.0
Total	9.1	9.5	8.7	9.4

Subtest 3; Items 14-25; Capitalization

Group	Level 3		Level 4	
	Grade 7	Grade 8	Grade 9	Grade 10
Male	4.6	5.6	5.8	6.8
Female	6.3	7.3	6.4	8.0
Total	5.6	6.3	6.1	7.4

Subtest 3; Items 1-25; Punctuation and Capitalization

Group	Level 3		Level 4	
	Grade 7	Grade 8	Grade 9	Grade 10
Male	13.2	14.6	14.1	15.9
Female	15.9	17.4	15.4	18.0
Total	14.7	15.8	14.7	16.8
Norm	16.1	17.3	15.9	17.0

TABLE 8 Mean number of items correct, by grade and sex, for Subtest 4 of the Comprehensive Tests of Basic Skills, Form Q, Levels 3 and 4.

Subtest 4; Items 26-45; Usage

Group	Level 3		Level 4	
	Grade 7	Grade 8	Grade 9	Grade 10
Male	13.1	13.5	13.0	14.1
Female	13.0	14.6	14.0	14.7
Total	13.1	13.9	13.5	14.4

TABLE 9 Mean number of items correct, by grade and sex, for Subtest 5 of the Comprehensive Tests of Basic Skills, Form Q, Levels 3 and 4.

Subtest 5; Items 1-30; Spelling

Group	Level 3		Level 4	
	Grade 7	Grade 8	Grade 9	Grade 10
Male	16.2	19.3	16.0	17.8
Female	19.0	21.9	19.7	19.8
Total	17.7	20.4	17.7	18.8
Norm	18.9	20.6	18.0	19.7

TABLE 10 Mean percentile scores for Subtests 3 and 5 of the Comprehensive Tests of Basic Skills, Form Q, Levels 3 and 4.

Subtest 3: Punctuation and Capitalization

Group	Level 3		Level 4	
	Grade 7	Grade 8	Grade 9	Grade 10
Male	34.7	34.4	40.7	41.3
Female	48.5	50.1	47.4	55.6
Total	42.2	41.1	43.8	47.9
Norm	50.0	50.0	50.0	50.0
% Students With Percentile Scores >50	38.5	37.1	40.0	50.5

Subtest 5: Spelling

Group	Level 3		Level 4	
	Grade 7	Grade 8	Grade 9	Grade 10
Male	39.3	44.5	42.7	41.3
Female	51.8	56.7	58.9	51.2
Total	46.1	49.7	50.2	45.9
Norm	50.0	50.0	50.0	50.0
% Students With Percentile Scores >50	39.2	49.6	49.6	41.7

ATTITUDE AND SKILL INTERRELATIONSHIPS

Because different samples of students took different combinations of tests related to the assessment of writing skills, an examination of the interrelationships among attitude and writing skill measures is of necessity incomplete. In addition, because grade 7 and 8 students took a different level of the Comprehensive Tests of Basic Skills than grade 9 and 10 students, relationships among subscale scores on this test and attitude measures could only be studied using about one half of the original battery IV sample.

Attitudes and Skill in Punctuation, Capitalization, Usage and Spelling

Correlation coefficients calculated among the relevant attitudinal and skill variables are given in Table 11, along with their correlations with students' scores on the Vocabulary test, a presumed measure of verbal ability.

TABLE 11 Intercorrelation of verbal ability, attitude and writing skill variables for 240 grade 7 and 8 students.

Variable*	2	3	4	5	6	7	8	9	10
1. Vocabulary Percentile	38		19			44	25	70	52
2. Enjoyment of Reading		19	27	14	36	31	28	35	40
3. Enjoyment of English Classes			51	28	39				18
4. Usefulness of Grammar				23	53		21	15	22
5. Enjoyment of Writing					30				
6. Application of English Skills							14		16
7. Punctuation							31	47	42
8. Capitalization								25	39
9. Usage									48
10. Spelling									

*A correlation of .14 is required for statistical significance at $p < .05$; .18 for significance at $p < .01$. Non-significant correlations are not reported in this table. Decimals have been omitted for ease of reading.

The following relationships are evident from the data provided in this table:

(a) Students' scores on the 5 attitude scales are significantly, though quite modestly, interrelated. This suggests that, to a very limited degree, a student who is positive in any of his English-related attitudes tends to be positive in all the others.

(b) Students' scores on the tests measuring skill in punctuation, capitalization, usage and spelling are significantly, if modestly, interrelated. The size of the correlations (.25 to .48) indicates that these are relatively independent skills even though, to a limited degree, a student who is proficient in one will tend to be proficient in the others.

(c) Although students' scores on the vocabulary test correlate moderately with their scores on the skill tests (.25 to .70), their vocabulary scores correlate significantly with their scores on only two of the five attitude scales. It is apparent that students' performance on the test of Usage depends fairly heavily on verbal ability.

(d) Only 9 of the 20 correlations among attitude and skill test scores are statistically significant. Students who enjoy reading and/or rate grammar study as useful are, to a limited degree, inclined to perform better on the skill tests.

In summary, these findings indicate statistically significant but modest relationships between verbal ability and mastery of certain basic writing skills and between attitudes toward English and mastery of those same skills.

Attitudes and performance on the letter-writing assignment.

Correlation coefficients calculated among the relevant attitudinal and writing skill variables are given in Table 12, along with their correlations with students' scores on the Vocabulary test. For brevity, only the total of students' ratings on the eight writing-assignment scales (Appendix D) is considered. (Correlations among the eight rating-scale scores range from .14 to .65.) Similarly, only the total percent of word and sentence errors is covered in Table 12.

The following relationships are evident from these data:

(a) The interrelationships of the attitude scores are quite similar in character to those reported in Table 11, i.e., modest interrelationships.

(b) Students who received the best examiner ratings of their letters tended to have the lowest rates of word and sentence errors. There is only a slight correlation (.29) between students' tendency to make word errors and their commission of sentence errors.

TABLE 12 Intercorrelations of verbal ability, attitude and performance on the letter writing assignment for 467 grade 7 to 10 students.

Variable*	2	3	4	5	6	7	8	9
1. Vocabulary Percentile	38		10			37	-32	-22
2. Enjoyment of Reading		25	19	36	38	25	-23	-18
3. Enjoyment of English Classes			33	37	32	10		
4. Usefulness of Grammar				27	44	14	-18	-13
5. Enjoyment of Writing					30			
6. Application of English Skills						13	-18	-17
7. Total of Writing Assignment Ratings							-50	-28
8. % of Word Errors on Writing Assignment								29
9. % of Sentence Errors on Writing Assignment								

*A correlation of .09 is required for statistical significance at $p < .05$; .12 for significance at $p < .01$. Non-significant correlations are not reported in this table. Decimals have been omitted for ease of reading.

(c) Estimates of students' verbal ability correlate positively with the examiner ratings and negatively with their word and sentence error scores.

(d) Ten of the 15 correlations among the 3 writing skill measures and 5 attitude measures are significant. To a limited degree, students who enjoy reading, rate grammar as useful and apply their English skills when writing tended to receive better ratings of their letters by the examiners and make fewer word and sentence errors.

It is noteworthy that none of the correlations between the Enjoyment of Writing Scale and measures of actual writing performance were significant.

In summary, these findings indicate statistically significant but modest relationships between verbal ability and letter-writing skill and between attitudes toward English and letter-writing skill. The pattern of relationships among attitude measures and between verbal ability and attitude measures is quite similar for this sample of students to that observed for the previously reported sample (Table 11).

SUMMARY

The intent of this report has been to present detailed data in terms of which the adequacy of Intermediate-level students' achievement of several attitude and skill objectives in the area of writing may, in part, be judged.

Two different groups of about 550 students each were administered different batteries of tests which contained a measure of verbal ability, short attitude scales and either a standardized test measuring knowledge of punctuation, capitalization, usage and spelling or a letter-writing assignment.

A series of 12 tables, 3 figures and 10 appendices were included to provide detailed, item-level descriptions of students' performance on the various tests.

Statistical analyses indicated that, in general: students' skill in writing improves over the grade 7 to 10 interval; girls' performance is consistently better than boys; students' attitudes toward writing tend to become more negative as they progress over the grades, with girls' attitudes generally more positive than those of the boys.

Viewed in terms of absolute standards, students' performance in writing tends to be either 'average' or 'below average'. There is a suggestion in the pattern of students' responses that at least some aspects of their less-than-adequate performance are related to attitudinal factors.

*REFERENCES**

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Survey of Student Achievement - Overview.* Board of Ecucation, London, Ontario, 1974 (mimeo).

Dickie, L. & Rice, E. T. *Intermediate English Evaluation Project: Stating the Objectives.* Board of Education, London, Ontario, 1973 (mimeo).

*A complete list of all the publications arising out of the Intermediate English Evaluation Project is provided at the end of this paper.

APPENDIX A

INTERMEDIATE ENGLISH

STUDENT WRITING ASSIGNMENT INSTRUCTIONS

Write a letter to <u>one</u> of the following three persons.

The body of the letter should be at least 20 lines. Write on every other line. Pay careful attention to your grammar, spelling, punctuation, etc. You may use a dictionary. This assignment will be returned to your teacher, who may use it in determining term marks.

1. A TV program which you are looking forward to viewing will not be shown. In your opinion, the program to be seen in its place is less interesting than the originally scheduled show. Write a letter to Mr. K. L. Jones at CFEW-TV in this city. Inform Mr. Jones, who is the station manager, of your concern by pointing out your reasons for liking the one program and not liking the other. Be sure to give convincing arguments in each case. Station CFEW-TV is located at 123 Newmarket Avenue.

2. You recently bought a certain product. This product has failed to meet its advertised expectations. The local store which sold the item refused to help you. Mrs. Ann Smith is the consumer relations officer at Ace Manufacturing Limited, the firm which manufactured the product. Write to her at 419 Southern Avenue in Toronto. Outline whatever background information is necessary and the complaint which you have about the product. Ask for her assistance in finding a solution to the problem.

3. You are one of a group of students which wants to have a coke machine installed in your school. You have met with the principal and he is not opposed to the idea. Before the machine can be installed, however, permission must be obtained from the London Board of Education. Write to Mrs. Judy White, who is Chairman of the Board of Education, and explain the situation to her. Ask her assistance in presenting this request to other Board members. Point out the arguments in favour of the installation of the machine which she may use in her presentation. The mailing address for the Board is P.O. Box 5873 in this city.

APPENDIX B

MARKING SCHEME FOR STUDENT WRITING ASSIGNMENT

MECHANICAL ERRORS

Dang ..... 1. Dangling or misrelated participles, gerunds or infinitives, and dangling elliptical phrases and clauses.

Agr 1 ..... 2. Verb-subject agreement

3. Pronouns

Agr 2 ..... (a) Pronoun-antecedent agreement

Ant ? ..... (b) Unclear, vague, or ambiguous antecedent - they, it, you, which, this or that

4. Illiterate, slang, and sub-standard expressions

Dic ..... (a) Diction - "anyways", "irregardless", etc.

V ..... (b) Verb forms - "would of taken" - improper tense, etc.

2N ..... (c) Double negative

Adj ..... (d) Adjectives used for adverbs

C ..... (e) Case

WW ..... (f) Misuse of words

Prep ..... (g) Unidiomatic use of preposition

5. Faulty sentence structure

Inc ..... (a) Incomplete sentence

Amb ..... (b) Ambiguous sentence

C.S. ..... (c) Comma splice

R.O. ..... (d) Run-on sentence

Adv. Cl. ..... (e) Adverb clauses incorrectly used as noun clauses

Cor ..... 6. Misplaced or confused correlatives

MM ..... 7. Misplaced modifiers

S ..... 8. Shift in tense, person, or number

9. Punctuation

Pc(f) ..... (a) Format

Pc(t) ..... (b) Textual

W.O. ..... 10. Word omitted

Sp ..... 11. Spelling

Rep ..... 12. Needless repetition

Cap ..... 13. Capitalization

// ..... 14. Faulty parallelism

ELEMENTS FOR LETTER FORMAT

[1] Street address,
City, Province,
Date.

Name of person,
Institution,
Street address,
City, Province.

[2]

Dear ----------: [3]

Yours sincerely,

[4]

Signature

APPENDIX C

TABULATION SHEET FOR STUDENT WRITING ASSIGNMENT.

STUDENT NAME: _____ STUDENT NO. ☐☐☐☐

Number of words ☐☐☐ Number of Sentences ☐☐

Overall Ratings

Scale							
1	2	3	4	5	6	7	8

Error Counts

No.	Symbol	Count		
1	Dang			
2	Agr 1			
3a	Agr 2			
3b	Ant ?			
4a	Dic			
4b	V			
4c	2N			
4d	Adj			
4e	C			
4f	WW			
4g	Prep			
5a	Inc			
5b	Amb			
5c	C.S.			
5d	R.O.			
5e	Adv.Cl			

No.	Symbol	Count		
6	COR			
7	M M			
8	S			
9a	Pc (F)			
9b	Pc (T)			
10	W.O.			
11	Sp			
12	Rep			
13	Cap			
14	ll			

Note —

All error counts treated as 2 digit numbers, right justified.

APPENDIX D

SCALES USED TO RATE EIGHT DIFFERENT ASPECTS OF STUDENTS' WRITING ASSIGNMENT.

SCALE 1 - PRESENCE OF, AND SUPPORT FOR, A CENTRAL THEME

Rating	*Characteristics*
3	A significant central theme is obviously present, and is.... supported with concrete, substantial and consistently relevant detail.
2	A central theme is evident but is too general or trivial, and is.... supported by concrete detail, but detail that is occasionally repetitious, irrelevant, or sketchy.
1	A central theme is not evident or is confused, or is... unsupported by concrete and relevant detail.

SCALE 2 - ORGANIZATION OF THE THEME

Rating	*Characteristics*
3	- logical plan of development of the theme - clearly ordered stages - developed with originality and consistent attention to proportion and emphasis - paragraphs unified and effectively developed - transitions between paragraphs explicit and effective
2	- plan and method apparent but not consistently fulfilled - occasional disproportion or inappropriate emphasis - paragraphs unified and generally effectively developed - transitions between paragraphs weak or mechanical
1	- plan and purpose of theme not apparent - undeveloped or developed with irrelevance, redundancy, or inconsistency - paragraphs not unified or developed - transitions between paragraphs lacking

SCALE 3 - SENTENCE STRUCTURE

Rating	*Characteristics*
3	- sentences skillfully constructed - i.e., unified, coherent, forceful, effectively varied
2	- sentences correctly constructed but lacking distinction
1	- sentences not unified, fused, incomplete, montonous or childish

SCALE 4 - CLARITY AND EFFECTIVENESS OF COMMUNICATION

Rating	*Characteristics*
3	- clear and effective expression (message clear) - language fresh, precise, economical and idiomatic
2	- clarity and effectiveness impaired occasionally (message clear, with some minor exceptions) - language correct but pedestrian, tendency to wordiness
1	- communication obscured (message not clear) - language ambiguous, unidiomatic, rambling, vague

SCALE 5 - IMAGINATION, FRESHNESS, VITALITY, RICHNESS

Rating	*Characteristics*
3	- imaginative, fresh, vital, rich production - evokes very positive affective reaction in reader through use of humour, literary devices, or original ideas, perspective
2	- some imagination and vitality, but rather commonplace - occasional use of a literary device or humour
1	- dull, unimaginative, pedestrian, impoverished, lacking color - complete absence of humour, literary devices, originality, perspective

SCALE 6 - HANDWRITING

Rating	*Characteristics*
3	Excellent - easy to read; clear, well-formed letters
2	Average - generally easy to read, but occasional difficulties in interpretation
1	Poor - a struggle to decipher, many instances in which letters unrecognizable, no space between words, etc.

SCALE 7 - FOLLOWING DIRECTIONS

Rating	*Characteristics*
3	Student has followed directions carefully - - written on every other line - used letter format - included all of pertinent information given, e.g., address - responded to specific directions - e.g., giving reasons, explaining the situation
2	Student has followed directions with respect to the main intent of the assignment, but has - - failed to write on every other line, or - not used letter format, or - left out pertinent details, e.g. address
1	Student has really not grasped the main intent of the assignment, included pertinent detail nor used the appropriate format.

SCALE 8 - USE OF LETTER FORMAT

Rating	*Characteristics*
5	All 4 elements done correctly, i.e., - element in correct position - all units in element present - units in correct order
4	3 of 4 elements done correctly
3	2 of 4 elements done correctly
2	1 of 4 elements done correctly
1	None of 4 elements done correctly

NOTE: -- Punctuation errors are not considered in making these ratings.

APPENDIX E

SCALES USED BY CLASSROOM TEACHERS TO RATE THEIR CLASSES AND THE TESTS BEING ADMINISTERED

INTERMEDIATE ENGLISH PROJECT

TEACHER RATINGS OF CLASSES AND TESTS

There are three major related difficulties in trying to evaluate any program in any subject area: deciding *what* program objectives to assess; determining *how* to assess them and, finally, locating or developing some *standards* in terms of which evaluative judgements can be made.

With the help of various groups of teachers, the English study committee has selected which elements of the Intermediate Program to assess first and has selected or developed some tests for this purpose. The committee, however, is not completely satisfied with all the tests and needs your help in both evaluating their appropriateness and creating some general standards against which the adequacy of students' performance on them can be judged.

In order to make it easier for you to communicate your opinions and judgements, the Committee has developed the following set of questions which it would like you to answer. Some of the questions ask you to rate your class in general terms; some are concerned with estimates of your class's performance on the tests, and some are concerned with your opinions about the appropriateness of the tests and performance standards or goals for them.

Even though some of the questions may seem impossible or very difficult, please try to answer all of them as frankly as you can.

Because we will want to relate student performance to some of the ratings you give, it is necessary to have you identify yourself on the questionnaire form. However, you may rest assured that you will not be identified in any written reports and your responses will be treated as confidential information. The purpose of this project is to evaluate program, not people.

NAME: _____ SCHOOL: _____

If grade 9 or 10, course code (e.g. Eng.251) _____

and title _____

Number of different English classes taught this year. _____

PART I - RATING OF THIS CLASS

Give a general assessment of this class by making the following ratings.

Compared to all of the other classes at this grade level that I have ever taught, this class.....

____ is better than average in academic ability

____ is of average academic ability

____ is below average in academic ability

____ seems to enjoy English more than most classes

____ shows neither special enjoyment nor distaste for English

____ doesn't seem to enjoy English as much as most classes

____ possesses very good English skills

____ has average English skills

____ is weak in English skills

APPENDIX F

TEST SESSION EVALUATION SHEET

CLASS: _____ _____ 7 8 9 10
Teacher's Name School Grade

BATTERY I II III IV V

(a) What degree of effort did the students put into doing the tests?

- ☐ good, conscientious effort
- ☐ average effort
- ☐ gave only minimal effort
- ☐ gave sufficiently little effort to perhaps invalidate the tests

(b) To what degree was the testing session free of interruptions, e.g., P.A. system, someone at the door, unruly student, etc.?

- ☐ no interruptions at all
- ☐ only minor interruptions
- ☐ enough interruptions to interfere significantly with testing
- ☐ serious interruptions, perhaps invalidating the tests

(c) What was the general attitude of the class toward doing the tests?

- ☐ very positive
- ☐ slightly positive
- ☐ neither obviously positive or negative
- ☐ slightly negative
- ☐ very negative

COMMENTS: _____

_____

APPENDIX G

Mean number and mean percent by grade of each of 16 sentence errors made by students on the letter writing assignment.*

Type of Sentence Error		Grade			
		7	8	9	10
1. Dangling or misrelated participles, gerunds or infinitives, and dangling elliptical phrases and clauses	N	0.2	0.3	0.2	0.3
	%	3.0	3.3	3.7	5.2
2. Verb-subject agreement.	N	0.1	0.1	0.2	0.1
	%	1.4	0.8	2.1	1.3
3. (a) Pronoun-antecedent agreement.	N	0.0	0.0	0.0	0.1
	%	0.6	1.1	0.5	0.9
3. (b) Unclear, vague, or ambiguous antecendent - they, it, you, which, this or that.	N	1.7	1.4	1.0	1.0
	%	23.3	19.4	15.2	13.0
4. (a) Diction - "anyways," irregardless," etc.	N	0.[illegible]	0.8	0.6	0.5
	%	14.0	11.4	10.5	6.5
4. (b) Verb forms - "would of taken" - improper tense, etc.	N	0.3	0.4	0.3	0.3
	%	4.8	5.6	4.3	3.1
4. (c) Double negative.	N	0.0	0.0	0.0	0.0
	%	0.1	0.3	0.0	0.0
5. (a) Incomplete sentence.	N	0.5	0.3	0.3	0.2
	%	6.1	4.3	3.2	2.8
5. (b) Ambiguous sentence.	N	0.1	0.2	0.0	0.1
	%	1.8	2.8	1.8	1.3
5. (c) Comma splice.	N	0.3	0.2	0.3	0.1
	%	4.4	4.2	4.7	2.3
5. (d) Run-on sentence.	N	0.5	0.5	0.5	0.2
	%	7.6	8.0	9.5	3.4
5. (e) Adverb clauses incorrectly used as noun clauses.	N	0.0	0.0	0.0	0.0
	%	0.0	0.2	0.0	0.1
6. Misplaced or confused correlatives.	N	0.1	0.0	0.0	0.1
	%	1.5	0.6	1.2	1.0
9. (b) Punctuation - textual	N	4.3	4.7	4.8	4.3
	%	54.0	56.8	60.8	54.4
12. Needless repetition.	N	0.2	0.2	0.2	0.1
	%	2.2	2.0	3.3	1.4
14. Faulty parallelism.	N	0.0	0.1	0.1	0.1
	%	0.7	0.8	0.9	0.8

APPENDIX G - Continued

*The mean percentages reported in this appendix were calculated by dividing the number of errors of a particular type made by a student by the number of sentences he wrote and multiplying the result by 100. The resulting percentages were then averaged across students, separately by grade, for each type of error.

Slight apparent inconsistencies between the mean number and mean percent of errors are due to the fact that the figures were rounded for inclusion in this appendix.

APPENDIX H

Mean number and mean percent by grade of each of 9 word errors made by students on the letter-writing assignment.*

Type of Word Error		Grade			
		7	8	9	10
4. (d) Adjectives used for adverbs	N	0.0	0.1	0.0	0.0
	%	0.0	0.1	0.0	0.0
4. (e) Case	N	0.0	0.0	0.0	0.0
	%	0.0	0.0	0.0	0.0
4. (f) Misuse of words	N	1.1	1.3	1.0	1.0
	%	1.0	1.0	0.9	0.7
4. (g) Unidiomatic use of preposition	N	0.8	0.8	0.7	0.9
	%	0.8	0.6	0.6	0.7
7. Misplaced modifiers	N	0.1	0.2	0.2	0.1
	%	0.1	0.2	0.2	0.1
8. Shift in tense, person, or number	N	0.1	0.1	0.1	0.0
	%	0.1	0.1	0.1	0.1
10. Word omitted	N	0.5	0.5	0.6	0.4
	%	0.5	0.4	0.5	0.4
11. Spelling (number of different words)	N	3.6	2.8	3.0	2.3
	%	3.3	2.2	2.8	1.9
13. Capitalization	N	0.9	0.8	0.8	0.6
	%	0.9	0.7	0.8	0.5

*Percentages in this appendix are based upon dividing each student's number of errors of each type by the number of words he wrote and multiplying each result by 100. The resulting percentages were then averaged across students, separately by grade, for each type of error.

APPENDIX I

FIVE UNEDITED STUDENT LETTERS REPRESENTING PERFORMANCES AT THE 10th, 25th, 50th, 75th AND 90th PERCENTILES

10th Percentile

Pcf.
Pcf.
Af. Pf. Dear Mrs Ann Smith,
Prep. Cap. I have taken action to the twelfth street store in a bad
Prep. W.W. C.S. Sp. frame on mine, they told me I could not get my money back for a
Inc. item supposedly able to cut wood. [But it can't cut paper it is
V. Prep. so dull.] I will hope you will help me on this matter.
Sp. Sp. Thankyou for your time and paitions
Pcf. Pcf.

419 South Ave,
Toronto, Ont,

Yours truly,
M.H.

Overall Ratings

Scale							
1	2	3	4	5	6	7	8
1	1	1	2	1	1	2	3

25th Percentile

Af.
Af.
Af. Sp.

Chairman of the Board,
P.O. Box 5873,
London, Ontario,

Pcf. Pcf. Dear Mrs Judy White,
Agr. Sp. W.W. Sp. A group of students are asking permission for a installion
W.O. Sp. of a coke machine and wer are asking assistance in taking this request
Cap. W.W. to the other members of the board. We hope you argue and favour
Rep. Sp. Pct. (and favur) of this machine.
Af.

Very truly yours,
T.McD.

Overall Ratings

Scale							
1	2	3	4	5	6	7	8
2	1	2	2	1	2	1	3

Appendix I - Continued

50th Percentile

Ref.
Ref.
Ref.

P.O. Box 5873C
London, Ont.
February 19/74C

Dear Mrs. White;

The G.A.A would like your permission to have a coke machine in our cafeiteria because the prices of drinks at the counter is up to twenty five cents for a small drink and thirty cents for a large one. [We have had a vote and magority wins the votes were 2,000 - 50.] All the students are starting to bring there own pop (because of the prices) I think that the machine we be in good hands and will make good business. Our principal says that it's A OK and we think that it would be a fairly good idea.

Yours TrulyC

CA

Sp. Agr
W.O. Sp.
S. P.O.
Sp.
M.M. Sp.
Agr. Ant.?
Dic.
Cap. Pef.

Overall Ratings

Scale							
1	2	3	4	5	6	7	8
2	2	2	2	2	2	2	3

75th Percentile

Af. Pf.
Af.
Pf. Pf.

February 25, 1974
1000 Nether Avenue,
London, Ontario,
N6A 3T2

Pf. Ms. A. Smith,
Pf. Consumer Relations,
Pf. Ace Manufacturing Limited,
Pf. 419 Southern Ave.,
Pf. Toronto,

Dear Ms. Smith,

Sp. I recently purchased a tube of Grip-All all purpose glue. I was encouraged to purchase this product by an advertisement on television stating it was the "strongest glue manufactured in the Amb. 20th century." [I obviously trusted this commercial to do the job Dam. Sp. Ast. I wanted, (not suspecting any minor flaws in it) ability.)]

Several days after seeing this commercial my baby brother's crib broke. The end leg, at the foot of his crib had snapped C.S. several inches from the mattress. I did not want to trust just Pt. any glue, so I put my faith in the advertised product.

I purchased this glue at Simpson's Department Store using our charge-plate. I fixed the leg, following all labelled Pt. At. directions, and giving it time to dry. The following night, at C.S. V. 11:04, my brother started crying, his crib had broke, the exact W.O. At. V. position where it had previously broken, but (was mended) with the V. At. V. glue. Had I not awaken at my brother's cry, he may of suffocated W.W. in his bed coverings. I felt disappointed in my product not Rep. living up to expectations expected from it. I went to Simpson's Pt. Sp. main branch in London, where I had bought "Grip-All", but the refused At. to refund my money. I inquired why, and the store clerk replied Cap. At. "no, I'm sorry." Could you please assist me in my well earned At. Pt. refund. Thank you for your assistance,

E.R.

Overall Ratings

Scale							
1	2	3	4	5	6	7	8
3	2	2	3	3	2	3	2

Appendix I - Continued

30th Percentile

112 Lobo Drive,
London, Ontario,
February 19, 1974

Ace Manufacturing Ltd.,
419 Southern Avenue,
Toronto, Ontario.
Att'n: Mrs. Ann Smith

Dear Mrs. Smith,

Your company has a product on the market called the Kwiki Klean-up Rag. According to your advertisement on television, this rag should pick up twice as much dirt as an ordinary cloth. You also say that it "will last for years." I found both these statements to be untrue. I had to re-dust the furniture with an ordinary cloth before the dust was picked up. I then washed your rag out in an automatic machine, which should be safe according to your advertisement, and the cloth came out with large holes in it. I tried to return it to the store at which I had gotten it, but they refused to refund my money, or give me an exchange. I showed them the receipt as well as the rag. They told me to write to the manufacturer.

I hope you can give me more satisfaction.

Yours truly,
D.McC.

Overall Ratings

Scale							
1	2	3	4	5	6	7	8
2	3	3	2	3	3	2	4

APPENDIX J

PERCENT OF STUDENTS, BY GRADE, PASSING EACH ITEM OF SUBTESTS 3, 4 AND 5 OF THE COMPREHENSIVE TESTS OF BASIC SKILLS

Subtest 3; Items 1-13; Punctuation

Item Number	Level 3						Level 4					
	Grade 7			Grade 8			Grade 9			Grade 10		
	London	*Norm*	*	London	*Norm*	*	London	*Norm*	*	London	*Norm*	*
1	59	*79*	60	67	*83*	67	43	*41*	43	44	*37*	44
2	64	*67*	64	66	*66*	66	78	*89*	79	84	*89*	85
3	75	*65*	75	72	*70*	72	48	*55*	48	65	*64*	65
4	61	*58*	61	63	*61*	64	69	*59*	69	79	*62*	79
5	57	*62*	57	61	*66*	61	81	*82*	81	88	*84*	88
6	68	*69*	68	72	*75*	72	53	*65*	53	58	*68*	58
7	78	*68*	79	77	*75*	78	65	*69*	65	72	*75*	72
8	64	*69*	64	73	*70*	73	72	*74*	72	74	*75*	73
9	80	*77*	80	85	*78*	85	48	*44*	48	53	*48*	53
10	80	*79*	80	80	*81*	80	66	*61*	67	69	*71*	68
11	66	*69*	66	69	*75*	69	82	*81*	82	83	*87*	82
12	76	*74*	76	76	*77*	78	79	*83*	80	85	*83*	85
13	85	*86*	86	89	*89*	89	81	*77*	82	88	*84*	87

*Percent passing based only on those students who actually tried the item.

APPENDIX J - Continued

Subtest 3; Items 14-25; Capitalization

Item Number	Level 3						Level 4					
	Grade 7			Grade 8			Grade 9			Grade 10		
	London	*Norm*	*	London	*Norm*	*	London	*Norm*	*	London	*Norm*	*
14	67	*69*	71	63	*71*	63	58	*63*	60	73	*68*	73
15	43	*59*	47	43	*64*	43	66	*72*	70	79	*76*	81
16	28	*40*	32	24	*43*	24	73	*81*	79	83	*85*	83
17	51	*58*	60	64	*61*	66	67	*77*	73	79	*80*	81
18	51	*46*	61	47	*56*	50	33	*39*	38	34	*32*	35
19	35	*57*	44	40	*60*	44	17	*34*	20	24	*36*	25
20	65	*69*	82	76	*72*	85	59	*62*	71	66	*63*	71
21	63	*75*	82	78	*77*	89	63	*72*	78	74	*72*	82
22	47	*56*	63	60	*56*	72	30	*46*	39	42	*51*	50
23	47	*60*	66	64	*66*	79	49	*61*	64	64	*59*	75
24	27	*47*	38	39	*53*	50	53	*69*	73	66	*65*	81
25	31	*53*	45	34	*57*	44	39	*51*	55	53	*57*	65

*Percent passing based only on those students who actually tried the item.

APPENDIX J - Continued

Subtest 4; Items 26-45; Usage

Item Number	Grade 7			Grade 8			Grade 9			Grade 10		
	London	Norm	*	London	Norm	*	London	Norm	*	London	Norm	*
26	58	56	58	48	57	48	75	70	75	78	78	78
27	60	61	60	64	65	64	60	60	60	72	68	72
28	86	86	86	86	90	86	79	62	79	84	68	84
29	93	88	93	91	88	91	57	58	57	59	62	60
30	70	61	70	66	63	66	77	81	77	83	84	82
31	38	51	38	54	54	54	79	72	79	72	74	72
32	53	54	53	54	66	54	88	83	88	87	85	86
33	47	49	47	52	58	52	74	71	74	73	78	72
34	91	85	91	92	88	92	34	63	34	57	68	57
35	67	70	67	70	72	70	74	72	74	77	73	77
36	52	54	52	58	57	58	88	89	88	90	87	90
37	55	65	55	70	69	70	84	83	85	92	90	91
38	71	63	71	69	70	69	76	71	78	82	76	83
39	75	75	75	80	76	80	79	78	80	79	78	80
40	70	70	70	77	70	77	50	60	51	67	65	68
41	58	59	58	65	61	65	54	62	55	62	71	63
42	63	68	65	65	70	65	67	55	69	58	56	60
43	77	78	80	91	79	91	63	60	65	70	71	71
44	60	69	62	67	74	68	46	55	47	54	65	55
45	65	70	69	77	73	78	44	42	45	44	48	44

*Percent passing based only on those students who actually tried the item.

APPENDIX J - Continued

Subtest 5; Items 1-30; Spelling

Item Number	Level 3						Level 4					
	Grade 7			Grade 8			Grade 9			Grade 10		
	London	Norm	*	London	Norm	*	London	Norm	*	London	Norm	*
1	95	90	95	95	90	95	79	79	79	88	85	88
2	82	79	82	87	79	87	86	87	86	96	93	96
3	89	85	89	91	89	91	90	86	90	90	91	90
4	80	82	80	86	82	87	80	81	80	84	88	84
5	71	73	71	75	83	75	83	80	83	73	78	73
6	76	76	76	82	79	83	77	73	77	70	79	70
7	84	79	84	91	83	91	69	72	69	78	81	78
8	69	69	69	75	76	75	79	78	79	85	88	85
9	56	75	56	87	82	87	60	63	60	51	62	51
10	87	72	87	91	81	91	86	79	86	84	85	84
11	81	74	82	84	78	84	66	74	66	75	72	75
12	61	64	61	72	70	72	52	58	53	45	62	45
13	77	69	77	67	70	67	53	56	54	58	57	58
14	72	75	73	76	77	77	55	57	56	59	67	59
15	63	68	64	82	78	82	62	71	63	73	77	73
16	52	61	52	54	66	56	57	56	58	70	65	71
17	51	58	52	69	63	70	66	55	67	57	60	57
18	61	64	62	66	69	67	46	51	47	55	61	55
19	46	59	47	57	64	57	47	48	49	44	57	45
20	38	54	39	54	61	55	71	67	73	77	77	77
21	51	52	53	53	59	54	38	48	40	39	52	39
22	46	50	48	56	61	56	49	55	51	59	60	59
23	43	55	46	40	61	42	46	46	48	56	53	56
24	24	49	26	32	55	33	43	37	46	47	49	47
25	35	58	38	65	68	68	52	54	56	61	63	62
26	53	58	58	66	63	69	41	50	45	39	61	41
27	42	54	49	66	57	72	30	33	33	41	44	44
28	35	47	42	57	58	61	55	53	60	57	68	61
29	17	34	21	30	41	33	37	38	42	46	51	50
30	32	42	40	39	48	43	17	23	19	19	24	21

*Percent passing based only on those students who actually tried the item.

INTERMEDIATE ENGLISH EVALUATION PROJECT PUBLICATIONS

Dickie, L. *Background and Plan for the Intermediate English Evaluation Project.* Board of Education, London, Ontario, 1974 (mimeo).

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Males, S., Dickie, L., Rice, E. & Stennett, R. G. *Intermediate English Evaluation Project: Community Attitudes.* Board of Education, London, Ontario, 1973 (mimeo).

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Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Writing - Student Attitudes and Achievement.* Board of Education, London, Ontario, 1974 (mimeo).

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Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Speaking.* Board of Education, London, Ontario, 1974 (mimeo).

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INTERMEDIATE ENGLISH EVALUATION PROJECT: LISTENING

R. G. Stennett, Ph.D. & Lorna Isaacs
Educational Research Services

Research Report 74-10

This report is one of a series of six which describes in detail student attitudes and achievement in major areas of the Intermediate English program. The six reports, in turn, represent one major segment of the needs assessment phase of an overall evaluation plan which has included prior surveys of the community, faculty and students and a special goals-specification project.

Because of the size and complexity of the achievement assessment phase of the evaluation project, a 'preface' paper has been prepared which gives an overview of the project and describes the sampling procedures, subject population, testing strategies, program objectives evaluated, etc. (Stennett & Isaacs, 1974). The current report has been written on the assumption that the reader will have read this 'preface' paper before reading this one.

This report outlines the students sampled, the attitude and skill objectives evaluated, the tests and scales used and the statistical techniques applied.

A major limitation of this and other reports in this series is the absence of clearly-stated standards or *expectations* of student performance against which their *actual* performance can be evaluated. Really appropriate value judgements about the adequacy of student performance require the development of explicity-stated, detailed performance standards - keyed to student age and ability differences - about which there is at least a reasonable degree of local consensus.

The findings provided in this report, therefore, represent *one* of the important bases necessary for judgements about whether or not the current level of skill in listening is "adequate". In and of themselves, they do not allow such judgements.

METHOD

Sampling of Students

A total of 528 students was included in the sample used to assess listening skills. As indicated in the 'preface' paper (Stennett & Isaacs, 1974), this group of students is quite representative of all Intermediate Division students in terms of age and sex composition. The grade 7 and 8 students are somewhat more capable, and the 9 and 10 students slightly less capable, as measured by their performance on the vocabulary subtest of the Comprehensive Tests of Basic Skills. They are fairly typical of all students in terms of their rated 'Enjoyment of English Classes'.

Objectives Studied and Tests Used

Since no specific attitudinal objectives regarding listening were studied, in this section the skill objectives will be listed and the test used to assess them described.

Objectives: *To have students be able to follow a verbal presentation and: (a) assess the speaker's information, qualifications, intentions, and presentation; (b) decide to accept or reject any part or whole of a speech, i.e., to decide: (i) whether the speaker is informed or misinformed (ii) whether the speech is logical or illogical, effectively or ineffectively presented, and (iii) whether the various points made by the speaker are relevant or irrelevant, complete or incomplete.*

The extent of student achievement of this objective was assessed by administering the STEP Listening Test (1957). Form 3A was given to students in grades 7, 8 and 9, Form 2A to grade 10 students. Due to time limitations only 66 of 80 items of Form 3A, and 60 of 72 items of Form 2A, could be administered.

The items comprising this test can be grouped to assess three major skills: *(1) Plain-sense Comprehension*, i.e., identifying *main ideas*, remembering *significant details*, remembering simple *sequences of ideas* and understanding *denotative meanings* of important words; *(2) Interpretation*, i.e., understanding the *implications of main ideas*, understanding the *implications of significant details*, and understanding the *interrelationships among ideas* and *connotative meanings; (3) Evaluation and Application*, i.e., *judging validity* and *adequacy of main ideas*, *judging sufficiency of* supporting *details*, *criticizing organization*, *judging* whether the speaker has created the intended *mood* or *effect*, and *recognizing* the speaker's *intent*.

In this test, students listen to an examiner read aloud brief passages of different kinds of material and, after each, answer a short series of multiple-choice questions.

Test Administration

The STEP Listening test was administered to students in their normal class groups by specially trained testers (Stennett & Isaacs, 1974). During testing, the classroom teacher was asked to rate both his class and the test on a number of simple, locally-produced scales. After each of the two test sessions, the tester completed a simple evaluation form which allowed her to rate the adequacy of the testing session.

Test Scoring and Data Analysis

The STEP Listening test was scored by computer using programs specially written for the purpose.[1]

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[1]The Committee wishes to thank Wayne Kelly of Computer Services for his valuable help with this and all other data processing aspects of this project.

All data were punched into data cards, verified and subsequently edited by computer. The major analyses consisted of:

(a) calculating means and standard deviations; and preparing frequency and percentage frequency distributions for all variables, separately for grade and grade-sex groupings of students;

(b) calculating one-way analyses of variance (ANOVA) across grade and grade-sex groups for all major scores or subscores, and

(c) intercorrelating the major scores and subscores.

Because it was not possible to administer all test items to the students, percentile equivalents for students' raw scores could not be calculated. Comparisons of London students' performance with that of the 1957 American standardization sample are, therefore, not possible in this regard.[2] However, since the test publisher does provide percent passing figures for each item, comparisons of London students' performance with the standardization sample *can* be made at this level.

RESULTS

The percents of London and standardization sample students passing each STEP Listening Test item are presented, separately by grade, for the three major subscales of Plain-sense Comprehension, Interpretation, and Evaluation and Application in Tables 1, 2 and 3 respectively. Summaries of the averages of these percent-passing figures, across items within each subscale, for the two groups of students are given, by grade, in Table 4.

The reader may note that, within each of the three major subscales, items have been further classified to indicate in greater detail the particular skills being assessed. The items comprising the Plain-sense Comprehension subscale (Table 1) have been divided into the following four areas: identifying main ideas, remembering the sequence of ideas, understanding denotative meanings, and remembering significant details. The Interpretation subscale (Table 2) is broken down into four areas: understanding the implications of main ideas, understanding connotative meaning, understanding the interrelationships of ideas, and understanding the implications of significant details. Evaluation and Application subscale items (Table 3) are divided into five areas: judging the validity of ideas, judging the sufficiency of details, criticizing organization, judging mood and effect, and recognizing the intent of the speaker.

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[2]A concerted effort to develop a workable pro-rating scheme to adjust London students' scores and thus use percentiles failed, primarily because of the different difficulty level of the items which were administered compared with those not administered.

An examination of the figures presented in Tables 1 to 3 indicates that the *pattern* of London students' performance follows that of the standardization sample students quite closely. London students do not exhibit any particular strengths or weakensses in the area of Listening skills.

TABLE 1 Percents of London and standardization sample students passing STEP Listening Test items dealing with Plain-sense Comprehension.

Area	Item Numbers Pt.I/Pt.II	Form 3A						Item Numbers Pt. I/Pt. II	Form 2A	
		7		8		9			10	
		% Passing		% Passing		% Passing			% Passing	
		London	Norm*	London	Norm	London	Norm		London	Norm
Identifying Main Ideas	7	81	71	87	77	88	81	2	82	82
	22	89	87	89	93	94	97	16	60	57
	27	69	72	76	78	72	82	19	41	52
								24	56	62
								1	67	69
								8	56	63
								19	65	57
								26	74	68
Remembering Sequence of Ideas	25	75	70	75	76	76	80	15	72	79
	10	78	71	82	77	70	81	16	45	64
	17	70	61	80	67	76	71	21	61	56
								31	61	61
Understanding denotative meanings	3	69	65	71	71	75	75			
	12	57	60	75	66	68	70			
	29	49	46	72	52	56	56			
Remembering Significant Details	2	70	76	77	82	68	86	1	76	75
	4	73	74	66	80	62	84	2	82	82
	5	25	22	34	28	25	32	3	92	86
	18	55	67	55	73	61	77	6	36	31
	21	59	48	76	54	68	58	8	61	55
	24	79	68	83	74	86	78	10	93	85
	29	49	46	72	52	56	56	12	45	50
	3	62	63	64	69	56	73	14	90	82
	15	33	34	44	40	28	44	15	43	43

TABLE 1 - Continued

Area	Item Numbers Pt.I/Pt.II	Form 3A						Item Numbers Pt.I/Pt.II	Form 2A	
		7		8		9			10	
		% Passing		% Passing		% Passing			% Passing	
		London	*Norm*	London	*Norm*	London	*Norm*		London	*Norm*
Remembering Significant Details	16	62	*57*	73	*63*	71	*67*	16	60	*57*
	21	77	*69*	83	*75*	86	*79*	28	43	*47*
	28	55	*61*	69	*67*	69	*71*	3	67	*65*
	29	52	*44*	60	*50*	53	*54*	4	56	*56*
								5	84	*70*
								11	56	*69*
								13	91	*89*
								14	34	*40*
								15	72	*79*
								16	45	*64*
								17	83	*85*
								21	61	*56*
								23	48	*46*
								28	57	*67*

*Percent passing figures for the normative group of students are based upon Fall testing; London students were tested in February and March.

TABLE 2 Percents of London and standardization sample students passing STEP Listening test items dealing with Interpretation.

Area	Item Numbers Pt.I/Pt.II	Form 3A						Item Numbers Pt.I/Pt.II	Form 2A	
		7		8		9			10	
		% Passing		% Passing		% Passing			% Passing	
		London	*Norm**	London	*Norm*	London	*Norm*		London	*Norm*
Understanding the Implications of Main Ideas	6	96	*84*	94	*90*	95	*94*	4	37	*34*
	9	57	*36*	55	*42*	61	*46*	7	72	*72*
	17	55	*37*	62	*43*	62	*47*	13	22	*23*
	23	37	*35*	60	*41*	39	*45*	17	9	*12*
	31	31	*45*	47	*51*	49	*55*	18	69	*56*
	32	72	*61*	76	*67*	70	*71*	21	39	*37*
	13	75	*68*	80	*74*	75	*78*	24	56	*62*
	20	88	*68*	89	*74*	90	*78*	29	35	*51*
	24	82	*78*	90	*84*	81	*88*	2	75	*67*
	33	26	*19*	25	*25*	21	*29*	9	41	*34*
								19	65	*57*
								24	72	*68*
Understanding Connotative Meaning	8	50	*48*	55	*54*	49	*58*	27	41	*46*
	19	55	*50*	61	*56*	60	*60*	10	28	*35*
	33	33	*31*	43	*37*	41	*41*	22	60	*37*
	31	79	*79*	89	*85*	90	*89*	23	48	*46*
								24	72	*68*
								28	57	*67*
Understanding Interrelationships of ideas	7	71	*63*	68	*69*	64	*73*	25	36	*37*
								7	46	*26*
								25	70	*80*

TABLE 2 - Continued

Area	Item Numbers Pt.I/Pt.II	Form 3A						Item Numbers Pt.I/Pt.II	Form 2A	
		7		8		9			10	
		% Passing		% Passing		% Passing			% Passing	
		London	*Norm*	London	*Norm*	London	*Norm*		London	*Norm*
Understanding the Implications of Significant Details	1	96	*90*	98	*96*	97	*99*	6	36	*31*
	2	70	*76*	77	*82*	68	*86*	8	61	*55*
	8	50	*48*	55	*54*	49	*58*	13	22	*23*
	11	50	*59*	59	*65*	57	*69*	20	66	*65*
	17	55	*37*	62	*43*	62	*47*	22	73	*78*
	18	55	*67*	55	*73*	61	*77*	26	46	*62*
	20	55	*44*	73	*50*	62	*54*	6	58	*67*
	21	59	*48*	76	*54*	68	*58*	11	56	*69*
	23	37	*35*	60	*41*	39	*45*	27	33	*48*
	26	66	*62*	77	*68*	79	*72*	29	31	*44*
	28	60	*70*	76	*76*	68	*80*			
	1	76	*75*	90	*81*	81	*85*			
	4	83	*83*	87	*89*	86	*93*			
	6	84	*50*	87	*56*	76	*60*			
	8	80	*81*	87	*87*	86	*91*			
	11	77	*74*	86	*80*	76	*84*			
	12	53	*61*	69	*67*	68	*71*			
	14	65	*64*	73	*70*	69	*74*			
	18	54	*49*	66	*55*	44	*59*			
	20	88	*68*	89	*74*	90	*78*			
	22	75	*72*	78	*78*	86	*82*			
	23	68	*68*	76	*74*	78	*78*			
	24	82	*78*	90	*84*	91	*88*			
	26	75	*80*	80	*86*	76	*90*			
	30	33	*34*	46	*40*	45	*44*			
	32	53	*55*	66	*61*	58	*65*			

*Percent passing figures for the normative group of students are based upon Fall testing; London students were tested in February and March.

TABLE 3 Percents of London and standardization sample students passing STEP Listening test items dealing with Evaluation and Application.

Area	Item Numbers Pt.I/Pt.II	Form 3A						Item Numbers Pt.I/Pt.II	Form 2A	
		7		8		9			10	
		% Passing		% Passing		% Passing			% Passing	
		London	*Norm**	London	*Norm*	London	*Norm*		London	*Norm*
Judging Validity of Ideas	32	72	*61*	76	*67*	70	*71*	5	32	*33*
	1	76	*75*	90	*81*	81	*85*			
	9	13	*15*	25	*21*	19	*25*			
Judging Sufficiency of Details	13	54	*52*	52	*58*	56	*62*	9	49	*63*
	2	56	*65*	68	*71*	66	*75*	4	56	*56*
	5	38	*28*	52	*34*	56	*38*	18	50	*66*
	18	54	*49*	66	*55*	44	*59*	30	50	*41*
	19	35	*48*	49	*54*	52	*58*			
	23	68	*68*	76	*74*	78	*78*			
	25	45	*40*	49	*46*	48	*50*			
Critizing Organization	10	41	*20*	46	*26*	58	*30*	11	39	*49*
	14	54	*47*	62	*53*	61	*57*	23	65	*64*
	30	82	*83*	90	*89*	88	*93*	12	74	*78*
	9	13	*15*	25	*21*	19	*25*	20	22	*7*
	12	53	*61*	69	*67*	68	*71*	25	70	*80*
	13	75	*68*	80	*74*	75	*78*	27	33	*48*
	27	63	*64*	71	*70*	74	*74*	30	50	*41*
	32	53	*55*	66	*61*	58	*65*			
Judging Mood, Effect	2	56	*65*	68	*71*	66	*75*	11	39	*49*
								19	41	*52*
								20	22	*7*
Recognizing the intent of the speaker.	15	39	*64*	57	*70*	56	*74*	5	32	*33*
	16	42	*45*	50	*51*	54	*55*	9	49	*63*
								17	9	*12*
								9	41	*34*

**Percent passing figures for the normative group of students are based upon Fall testing; London students were tested in February and March.*

The data of Table 4 indicate that, in general, London students in grades 7 and 8 exceeded the performance of the standardization sample students, whereas grade 9 and 10 students' performance is slightly below that of this reference group. This finding parallels the verbal ability differences between the elementary and secondary students noted earlier in this report. Considering the substantial 'memory' and 'understanding' requirements of the Listening test, this parallel was probably to be expected.

TABLE 4 Mean of percents of London and normative population students passing items on the Comprehension, Interpretation and Evaluation, and Application Subscales of the STEP Listening Test, by grade.

Subscale (Number of items: 7, 8 & 9; 10)	Form 3A						Form 2A	
	Grade							
	7		8		9		10	
	London	*Norm*	London	*Norm*	London	*Norm*	London	*Norm*
Comprehension (22, 35)	63	*60*	71	*66*	66	*70*	63	*64*
Interpretation (41, 31)	63	*59*	71	*65*	67	*69*	49	*50*
Evaluation & Application (21, 19)	51	*51*	61	*57*	59	*61*	43	*46*

Table 5 gives the mean number of items correct, by grade and sex, for the three Listening subscales. ANOVA tests failed to indicate any statistically significant differences between the performance of boys and girls on any of the subscales at any grade level.

Because grade 10 students took a different level (2A) of this test than students in grades 7, 8 and 9 (3A), comparisons can only be made for the latter three grade groups. ANOVA tests revealed statistically significant differences on all three subscales only between the grade 7 and grade 8 groups. The 'relatively' poor performance of the grade 9 students is probably related to the ability differences noted earlier.

TABLE 5 Mean number of items correct, by grade and sex, for the three STEP Listening Subscales of Plain-same Comprehension, Interpretation, and Evaluation and Application.

Scale	Group	Form 3A						Form 2A	
		Grade							
		7		8		9		10	
		N Items	Mean N* Correct	N Items	Mean N Correct	N Items	Mean N Correct	N Items	Mean N Correct
Comprehension	M**	22	13.9	22	15.0	22	13.9	35	18.0
	F		12.8		15.1		14.1		20.4
	T		13.4		15.0		14.0		19.0
Interpretation	M	41	24.3	41	25.4	41	24.6	31	13.7
	F		21.6		26.2		24.2		15.7
	T		23.0		25.9		24.4		14.5
Evaluation	M	21	10.4	21	11.7	21	11.3	19	5.9
	F		9.9		12.3		11.8		7.1
	T		10.1		12.0		11.6		6.4

*N means 'number of'.

**M = male; F = female; T = total of male and female

Interrelationships among measures of ability, attitude and listening skills.

Table 6 presents Pearson product-moment correlations calculated among a set of ability, attitude and listening skill variables. It is apparent from these figures that: (a) students' performance on the three listening subskills is moderately to highly correlated; (b) performance of the listening test is quite highly related to, or depends fairly substantially upon verbal ability, as measured by the vocabulary test, and (c) there are no significant relationships between students' rated 'enjoyment of English classes' and their performance on the Listening test.

TABLE 6 Correlations among ability, attitude and listening skill variables for a sample of 364 grade 7, 8 and 9 students.

Variable*	2	3	4	5	6
1. Vocabulary		66	68	61	73
2. Enjoyment of English Classes					
3. Comprehension			77	64	89
4. Interpretation				75	94
5. Evaluation					85
6. Listening - Total Score					

*A correlation of .10 is required for significance at $p < .05$, .14 for significance at $p < .01$. Only statistically significant correlations are reported in this Table. Decimals have been omitted for ease of reading.

SUMMARY

This report has described, largely in terms of detailed tabular data, how students performed on a standardized test of listening skills, the STEP Listening Test.

In general, the pattern of London students' performance on the Listening test paralleled quite closely that of the standardization or normative sample. It is apparent that performance on this Listening test is highly related to general verbal ability, as measured by the vocabulary test, but not at all to students' rated enjoyment of their English classes.

Unlike many other skills in English, there do not appear to be significant sex differences. However, the expected improvement in performance as a function of grade is apparent.

*REFERENCES**

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Survey of Student Achievement - Overview.* Board of Education, London, Ontario, 1974 (mimeo).

*A complete list of all the publications arising out of the Intermediate English Evaluation Project is provided at the end of this paper.

INTERMEDIATE ENGLISH EVALUATION PROJECT PUBLICATIONS

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INTERMEDIATE ENGLISH EVALUATION PROJECT: SPEAKING

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Educational Research Services

Research Report 74-11

This report is one of a series of six which describes in detail student attitudes and achievement in major areas of the Intermediate English program. The six reports, in turn, represent one major segment of the needs assessment phase of an overall evaluation plan which has included prior surveys of the community, faculty and students and a special goals-specification project.

Because of the size and complexity of the achievement assessment phase of the evaluation project, a 'preface' paper has been prepared which gives an overview of the project and describes the sampling procedures, subject population, testing strategies, program goals evaluated, etc. (Stennett & Isaacs, 1974). The current report has been written on the assumption that the reader will have read this 'preface' paper before reading this one.

This report outlines, in considerable detail, the students sampled, the attitudinal and achievement goals selected for evaluation, the tests and scales used and the statistical techniques applied.

A major limitation of this and other reports in this series is the absence of clearly-stated standards or *expectations* of student performance against which their *actual* performance can be evaluated. Really appropriate value judgements about the adequacy of student performance require the development of explicitly-stated, detailed performance standards - keyed to student age and ability differences - about which there is at least a reasonable degree of local consensus.

The findings provided in this report, therefore, represent *one* of the important bases necessary for judgements about whether or not the current level of skill in speaking is "adequate". In and of themselves, they do not allow such judgements.

METHOD

Sampling of Students

A total of 540 students were included in the sample used to assess speaking skills. As indicated in the 'preface' paper (Stennett & Isaacs, 1974), this group of students is quite representative of all Intermediate level students in terms of age and sex composition. The grade 8 students are slightly above, and the grade 10 students slightly below average in verbal ability as measured by their performance on the vocabulary subtest

of the Comprehensive Tests of Basic Skills. They are fairly typical of all students in terms of their rated 'Enjoyment of English Classes.'

Objectives Studied and Tests Used

Attitudes

Objective: *To develop in students an enjoyment of speaking and a willingness to express their opinions and ideas honestly; to develop confidence in speaking in public.* This objective was assessed by having students complete a 6-item, locally developed attitude scale called 'Self-confidence in Speaking'.

Skills

Objective: *To have students develop a flexible and clearly audible speaking voice.*

Objective: *To have students develop the ability to ask pertinent questions and give pertinent answers.*

The degree of student attainment of these objectives was assessed by having students participate, one at a time, in a short, structured, tape-recorded conversation with an examiner. (See Appendix A.)

Each student's performance was subsequently 'marked' for correctness of expression and rated on three simple scales for: general effectiveness, pertinence, and quality of speech. (See Appendix B.)

Test Administration

The oral communication test was administered to students individually in an appropriate room of their home school, along with the Gilmore Oral Reading Test. The testing session, lasting about 10 minutes, was tape-recorded.[1] Other tests of attitude and vocabulary were administered in students' regular English classes.

Test Scoring and Data Analyses

The oral communication test was scored by having an examiner listen to the tape-recorded conversation twice: first, to count the occurrence of seven different errors (Appendix B) and second, to make ratings of Effectiveness, Pertinence and Quality of Speech for both the 'Asking Questions' and 'Providing Information' sections of the test.

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[1]The Committee wishes to express its appreciation to the Media Centre for their generous cooperation in supplying tape recorders and cassettes.

Checks on the reliability of the error counts and ratings were made by having each of the two examiners[2] score the same set of 25 student conversations. The two examiners agreed within one point on the various error counts from 72 to 100 percent of the time (median of 95%) and the correlations calculated between the two sets of six ratings varied from .70 to .96 (median value of .92), indicating very adequate reliability for the measures used to assess students' speaking skills.

Statistical analyses consisted of: (a) calculating descriptive statistics and frequency and percentage frequency distributions for all variables, separately by grade and grade-sex groupings (b) computing one-way analyses of variance (ANOVA) tests across grade and grade-sex groups for all variables, and (c) intercorrelating the oral communication test scores with attitude and verbal ability measures.

All calculations were done using an IBM 370 computer and standard statistical programs with the data input on cards which had been keypunched and verified. Initial computer runs were made to edit the data.

RESULTS

ATTITUDE

Self-confidence in Speaking

The percents of students agreeing with each of the six items making up the 'Self-confidence in Speaking' scale are presented, by grade and sex, in Table 1. The means of these percent-of-agreement figures, calculated across items, have been plotted by grade, separately for boys and girls, in Figure 1.

Analysis of variance tests (ANOVA) indicate that, with the exception of grade 10, boys score significantly higher on this scale than girls, and there are no significant differences in students' scores as a function of grade. This means that boys are apparently somewhat more self-confident than girls when speaking in an audience-type situation and that students' self-confidence in speaking does not change as they progress through the grades. Many students are apparently quite uncomfortable when they have to speak in public.

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[2]The Committee wishes to express its gratitude to Mr. Terry Benbow and Mrs. Marylou Cunningham, two dedicated English teachers, for their conscientious work on this difficult task.

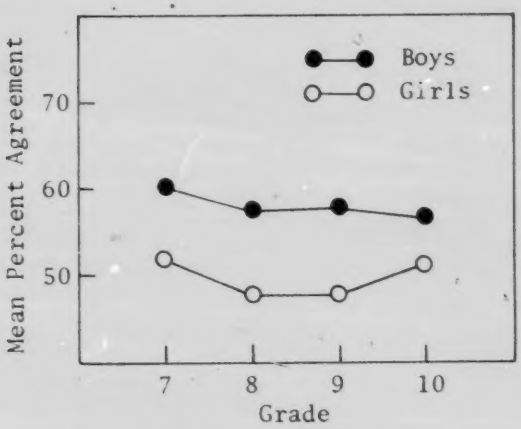
TABLE 1 Percent of students, by grade and sex, agreeing* with each item in the 'Self-confidence in Speaking' scale.

Item Number	Item	Percent of Students Agreeing, by Grade and Sex				
		Sex	7	8	9	10
4	I enjoy taking an active part in class discussions.	M	87	88	83	76
		F	78	82	79	81
9**	I usually don't say anything during class discussions because I'm afraid others might laugh at my comments.	M	75	74	78	81
		F	65	64	60	74
13**	If I know I have to give a speech in class I get so nervous I have difficulty getting to sleep the night before and don't feel like eating breakfast that day.	M	65	62	61	65
		F	51	49	47	51
19	I usually feel quite self-confident when I have to talk in front of a group.	M	54	49	49	45
		F	53	45	46	44
24	It doesn't bother me at all to give a speech in front of the class.	M	36	31	31	29
		F	34	24	27	26
27**	I always feel a bit nervous when I have to speak in class.	M	45	43	44	44
		F	32	26	30	32

*In order to simplify presentation of the data, the scores of both students who 'agreed' and 'strongly agreed' with an item were added together to calculate the percent agreement figures presented in this table and plotted in Figure 1.

**In order to keep the figures in this table consistent with the positive character of the scale name, the figures for these negatively-worded items are for students who 'disagreed' and 'strongly disagreed' with each.

FIGURE 1 Mean of percents of students agreeing with the six items comprising the 'Self-confidence in Speaking' scale, by grade and sex.



SKILLS

Correctness of Oral Expression

The mean number of errors of seven different types students made on the oral communication test is presented, by grade, in Table 2. Although students' performance shows a slight trend toward improvement as a function of grade level, ANOVA tests indicate that the grade differences are not statistically significant.[3] This suggests that, contrary to what might have been expected, students do not show significant improvement in the correctness of their oral expression as they progress through the Intermediate English program.

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[3]The reader should be cautioned that a limitation in the handling of oral communication errors, i.e., using the absolute number of errors rather than calculating errors as a 'percentage of words spoken', makes the interpretation of this variable somewhat ambiguous.

TABLE 2 Mean number of errors on the oral communications test, by grade.

Type of Error	Grade			
	7	8	9	10
Grammatical Word Error	.89	.90	.52	.62
Grammatical Sentence Error	1.92	1.66	1.34	1.16
Slang	.14	.10	.22	.14
Omnibus Words	1.59	1.83	1.69	1.87
Fillers or Cliches	5.89	5.52	5.52	4.88
Repetitions	.76	.64	.58	.35
Wrong Words	.03	.02	.00	.00
Total Errors	11.25	10.66	9.81	8.98

Asking Questions and Providing Information

The percents of students receiving each of three ratings of the Effectiveness, Pertinence and Quality of their oral expression when 'Asking Questions' are given, by grade, in Table 3(a). Similar data related to students' performance when 'Providing Information' are likewise summarized in Table 3(b).

TABLE 3(a) Percents of students, by grade, receiving various ratings of Effectiveness, Pertinence and Speech Quality on the 'Asking Questions' section of the Oral Communications Test.

Rating	Effectiveness				Pertinence				Quality of Speech			
	Grade				Grade				Grade			
	7	8	9	10	7	8	9	10	7	8	9	10
3	72.9	79.8	81.9	77.0	42.1	41.1	53.8	47.8	75.2	87.6	81.2	69.9
2	21.1	15.5	15.5	15.9	47.4	46.5	41.0	40.7	15.8	7.0	12.0	17.7
1	6.0	4.7	2.6	7.1	10.5	12.4	5.1	11.5	9.0	5.4	6.8	12.4
Mean	2.67	2.75	2.79	2.70	2.32	2.29	2.49	2.36	2.66	2.82	2.74	2.58

TABLE 3(b) Percents of students, by grade, receiving various ratings of Effectiveness, Pertinence and Speech Quality on the 'Providing Information' section of the Oral Communications Test.

	Effectiveness				Pertinence				Quality of Speech			
	Grade				Grade				Grade			
Rating	7	8	9	10	7	8	9	10	7	8	9	10
3	29.8	33.6	33.1	48.7	16.7	10.7	12.7	21.2	60.2	74.0	55.1	58.4
2	56.5	58.8	52.5	31.9	56.1	56.5	55.9	48.7	27.1	20.6	28.0	20.4
1	13.7	7.6	14.4	19.5	27.3	32.8	31.4	30.1	12.8	5.3	16.9	21.2
Mean	2.16	2.26	2.19	2.29	1.89	1.78	1.81	1.91	2.47	2.69	2.38	2.37

ANOVA tests indicate neither significant grade nor sex differences in these ratings of students' oral communication.

Students are apparently somewhat more 'effective' in asking questions than in providing information.

The 'pertinence' of their communication is also apparently better when they are asking questions than when they are providing information. Although the oral communication test was designed to minimize the influence of the *content* of the communication on students' performance, the difference in the ratings of 'pertinence' noted above may, in fact, be related to students' knowledge about the appropriate criteria for evaluating a book.

Quality of Speech

Ratings of the Quality of students' speech when asking questions or providing information are summarized in Tables 3(a) and 3(b). ANOVA tests revealed neither statistically significant sex or grade differences. Students apparently show a slightly better quality of expression when asking questions than when providing information.

Interrelationships of measures of verbal ability, attitude and oral communication skill.

Pearson product moment correlations calculated among the various ability, attitude and oral communication skill measures are presented in Table 4. An examination of these figures indicates that: (a) verbal ability, as measured by the vocabulary test, is unrelated to ratings of oral communication skill or correctness of expression; (b) there are no substantial relationships between students' ratings of their enjoyment of English classes or self-confidence in speaking and examiner ratings of the qualities of their oral communication; (c) there are significant, but only modest, relationships among the various ratings of students' oral communication, suggesting both that the scales do measure somewhat different aspects of performance and that the adequacy of students' communication does vary depending upon whether they are asking or answering questions; and (d) there are significant, but slight, relationships between ratings of students' oral communication and their tendency toward incorrect expression. This somewhat paradoxical finding is due to the fact that students with the poorest ratings said less and, therefore, made fewer errors.

TABLE 4 Intercorrelations among measures of verbal ability, attitudes and skill in speaking for a sample of 582 grade 7 to grade 10 students.

Variable*	.2	3	4	5	6	7	8	9	10
1. Vocabulary percentile		-09							
2. Enjoyment of English classes		11	09	14		13	11		
3. Self-confidence in speaking									
4. Giving information E**				61	59	41	25	46	20
5. Giving information P					47	36	30	40	37
6. Giving information Q						41	27	69	21
7. Asking questions E							62	64	19
8. Asking questions P								45	11
9. Asking questions Q									20
10. Oral communication - total errors									

*A correlation of .09 is required for statistical significance at $p < .05$; .12 for significance at $p < .01$. Only statistically significant correlations are reported in this table.

**E = effectiveness; P = pertinence; Q = quality of expression

Decimals have been omitted for ease of reading.

SUMMARY

The report has described, largely in terms of a series of tables and figures, how students performed on a locally-developed test designed to measure their skills and attitudes in the area of oral communication.

In general, it appears that the characteristics of students' oral communication are well established before they enter the Intermediate English program and change very little as they progress through it. There are no substantial relationships between students' sex or verbal ability and their skill in oral communication. Although boys are apparently somewhat more self-confident than girls when they speak in an audience-type situation, a large number of *all* students do not share such self-confidence.

Because the tests used to measure student skill in oral communication were locally developed, there are no norms or standards against which students' performance can be assessed. While the ratings of student performance indicate 'room for improvement', final judgements of the current adequacy of students' speaking skill will probably require additional review of the tapes of students' conversations by a panel of appropriate judges.

*REFERENCES**

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Survey of Student Achievement - Overview.* Board of Education, London, Ontario, 1974 (mimeo).

*A complete list of all the publications arising out of the Intermediate English Evaluation Project is provided at the end of this paper.

APPENDIX A

ORAL COMMUNICATION TEST: STRUCTURED INTERVIEW

MATERIALS NEEDED: Tape Recorder
Several Paper Back Books
Reading paragraphs
Record blank (Gilmore)

(PART A - Giving Answers)

"As part of your English class, you have already been involved in our English study. Now we are seeing each member of your class on an individual basis for this one time only. I'm going to tape this session so I don't have to keep writing while we're talking.

One of the problems that teachers have is deciding which books to have students read and study at each grade level. It is difficult to choose one or two books which everyone in the class will find interesting. By this time you have read quite a few books in your English classes haven't you?

1. *What do you think of the books you have had to read so far?*

   a) *Are they the kinds of books you would have chosen for the class to read?*

   b) *What other kinds of books would you like to see read in classes?*

2. *Of all the books or magazines that you've read, in or out of school, which is your favorite.* If S answers *'I don't know'* - E says, *'Name one book you like.'*

   a) *Why did you like that particular one?*

   b) *Could you tell me a bit about it?*

3. *What kinds of books don't you like reading?* If S answers *'I don't know'* - E says, *'Name one book you didn't like reading.*

   a) *Why don't you like this type of book?"*

(NOTE: Do not ask the questions a) and b) if the student has already answered them in response to the initial question.)

(E should thank the student.)

Appendix A - Continued

(PART B - Asking Questions)

"Have you read this book?"

(Answer must be *"NO"*, if *"YES"* - select a book S hasn't read.)

"If this book were in the library and you were trying to decide if you'd be interested in reading it, there would be some questions you'd want to ask about it. We want to find out the type of information that students need before they can decide whether or not a book is worth reading.

I want you to ask me some questions about this book. Ask me the questions you'd like to have answered the most. I won't answer them for you. I'd just like to know the type of information you would like to have. What's your first question?"

(If S only volunteers one or two questions E says,)

"I'd like you to ask at least three questions. What else would you like to know about the book?"

(E should thank the student.)

"I would like you to read two paragraphs. Here is the first one. Would you read it out loud." (C - 7)

(E records errors on record blank. If student receives 10 or more errors give him C - 5 to read. If student receives under 10 errors, give him C - 9 to read.)

"Here is the second paragraph. Would you read it out loud."

(E should thank the student.)

Appendix A - Continued

COMMUNICATION

STUDENT NUMBER [ ]

	EFFECTIVENESS	PERTINENCE	QUALITY OF SPEECH
giving information			
asking questions			

STANDARD ENGLISH (CONVENTIONS)

	TOTAL
grammatical offences - word	
grammatical offences - sentences	
slang or jargon	
omnimbus words, cliches	
fillers	
repetitions	
wrong words	

ORAL READING NATURALNESS [ ]

APPENDIX B

TYPES OF ERRORS TABULATED FOR THE ORAL COMMUNICATION TEST AND SCALES USED TO RATE STUDENTS' PERFORMANCE

STANDARD ENGLISH

1. *grammar*	- word errors, e.g. pronoun errors, double negative, adjectives as adverbs
	- sentence errors, e.g. incomplete sentences, run on sentences
2. *slang*	- e.g. the guy who ripped off the cops
3. *ommibus words*	- e.g. nice, interesting, good, stuff, okay
4. *fillers or cliches*	- e.g. y'know, like, see, um generally speaking, to be perfectly candid
5. *repetitions*	- e.g. I read it, read it, I think I read it in grade 6.
6. *wrong words*	- e.g. I wasn't very convicted by the ending.

The categories for A (General Effectiveness) and B (Decision Making Qualities - Pertinence) are considered independently of the level of language used - not necessarily standard or conventional English.

A. GENERAL EFFECTIVENESS

3 - Candidates will ask (make) a considerable number of clear and concise questions (statements). The questions (statements) will be well phrased and organized so that there is no ambiguity as to the intended meaning.

2 - The questions (statements) in this category may, be lacking in clarity and organization. Due to a deficiency of questions (statements) or a certain awkwardness of expression, the listener will, at times, find it vague or confusing.

1 - Responses falling in this category will contain very few, if any, questions (statements). They will be confusing and ambiguious and the listener will have almost no real understanding of the intent.

B. DECISION MAKING QUALITIES (PERTINENCE)

3 - A considerable number of pertinent questions will be posed (statements will be made). The questions (statements) will be on topic and will contain a vocabulary which indicates that the respondent has at his command some basic criteria on which to base a decision. The questions (statements) are likely to be objective in nature and will be related specifically to the topic.

2 - Some questions will be asked (statements will be made) which show some knowledge of the content area. The questions (statements) would tend to be general in nature. Only a qualified decision could be made.

1 - Few, if any, questions will be asked (statements will be made). They will indicate a paucity of vocabulary and knowledge relating to the content area of books and literature. The questions (statements) may also be subjective in nature allowing for no real criteria on which to base a decision.

QUALITY OF SPEECH

3 - The speech is loud enough and paced so that it may be readily understood. The student pronounces words correctly and enunciates clearly. There is expression in the voice.

2 - The speech is difficult to understand in some places because it is too soft, not well paced or there is some problem with pronunciation or enunciation. There is not much expression in the voice.

1 - It is very difficult to understand the speech because it is too soft, not well paced or the pronunciation or enunciation is very poor. There is very little expression in the voice.

INTERMEDIATE ENGLISH EVALUATION PROJECT PUBLICATIONS

Dickie, L. *Background and Plan for the Intermediate English Evaluation Project.* Board of Education, London, Ontario, 1974 (mimeo).

Dickie, L. & Rice, E. T. *Intermediate English Evaluation Project: Stating the Objectives.* Board of Education, London, Ontario, 1973 (mimeo).

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INTERMEDIATE ENGLISH EVALUATION PROJECT: VERBAL CREATIVITY

R. G. Stennett, Ph.D. & Lorna Isaacs
Educational Research Services

Research Report 74-12

This report is one of a series of six which describes in detail student attitudes and achievement in major areas of the Intermediate English program. The six reports, in turn, represent one major segment of the needs assessment phase of an overall evaluation plan which has included prior surveys of the community, faculty and students and a special goals-specification project.

Because of the size and complexity of the achievement assessment phase of the evaluation project, a 'preface' paper has been prepared which gives an overview of the project and describes the sampling procedures, subject population, testing schedules, etc. (Stennett & Isaacs, 1974). The current report has been written on the assumption that the reader will have read this 'preface' paper before reading this one.

This report outlines the students sampled, the objectives evaluated, the tests and scales used and the statistical techniques employed.

A major limitation of this and other reports in this series is the absence of clearly-stated standards or *expectations* of student performance against which their *actual* performance can be evaluated. Really appropriate value judgements about the adequacy of student performance require the development of explicitly-stated, detailed performance standards - keyed to student age and ability differences - about which there is at least a reasonable degree of local consensus.

The findings provided in this report, therefore, represent *one* of the important bases necessary for judgements about whether or not the current development of students' verbal creativity is "adequate". In and of themselves, they do not allow such judgements.

METHOD

Sampling of Students

A total of 534 students was included in the sample used to assess verbal creativity. As indicated in the 'preface' paper (Stennett & Isaacs, 1974), this group of students is quite representative of all Intermediate level students in terms of age and sex composition, verbal ability and rated 'Enjoyment of English Classes'.

Objectives Studied and Tests Used

The single, broadly-stated goal selected for evaluation in the area of verbal creativity was defined as follows:

To develop the students' ability to think hypothetically, creatively and in an open-ended manner. (Rice & Dickie, 1973.)

A search of the literature revealed that the only 'standardized' test which purported to measure the talents encompassed by this goal statement was the Torrance Tests of Creative Thinking - Verbal Form A (Torrance, 1966). The author of this test defines creativity as '...a process of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements, disharmonies, and so on; identifying the difficulty; searching for solutions, making guesses, or formulating hypotheses about the deficiencies; testing and retesting these hypotheses and possibly modifying and retesting them; and finally communicating the results.' (Torrance, 1966, p.6.)

Although the Verbal Form A of this test contains seven different types of activity, time limitations allowed the administration of only two, 'Asking' and 'Unusual Uses'. The Asking activity requires students to look at a simple line drawing and ask questions about it. This test gets at the student's '...ability to become sensitive to what is unknown, to gaps in knowledge, because the questions asked must be those that cannot be answered by looking at the picture.'

The *number of relevant responses* yields a measure of the student's ideational *fluency*. The *number of different categories* of questions, causes or consequences gives a measure of *flexibility*. The *statistical infrequency* of the questions, causes or consequences or the extent to which the student's responses represent a mental leap or departure from the obvious yields a measure of *originality*.

The Unusual Uses activity requires the student to think of as many different uses as he can for cardboard boxes. This activity tests students' ability to free themselves of a well-established set, i.e., boxes are containers, and think divergently. Students' responses are evaluated for *fluency, flexibility and originality* in the same fashion as described above for the Asking activity.

Test Administration

The Torrance Test was administered, along with Vocabulary, Attitude and Reading tests, to students in their regular classroom groups (as part of Battery II, Stennett & Isaacs, 1974) in the manner suggested by the author, i.e., the 'non-test' character of the exercise was explained and the time limits rigidly observed. This test was given prior to the other more typical tests to encourage a 'freer' response mode from students. Students were allowed five minutes for the Asking activity and ten minutes for Unusual Uses.

Test Scoring and Data Analysis

The Torrance tests were scored, using the directions and standards provided by their author, by two experienced, specially-trained, English teachers.[1] To check the reliability of the scoring, the two examiners scored a random sample of 24 student records independently and the resulting 24 sets of scores were correlated. The correlation coefficients, presented in Table 1, indicate very high inter-scorer reliability of the order that the author indicates is possible using his standards and scoring system.

TABLE 1 Pearson product moment correlations between the Torrance Tests of Creative Thinking scores of 24 students developed independently by two examiners.

Scale	Activity	
	1 - Asking	5 - Unusual Uses
Fluency	.99	1.00
Flexibility	.95	.91
Originality	.96	.94

Since only two of the seven Activities were administered, it was not possible to refer London students' raw scores to the test publishers' normative data to obtain percentile scores.[2]

All data for this sample of students were punched into data cards, verified and subsequently edited by computer. The major analyses, done using standard statistical computer programs, consisted of:

(a) calculating means and standard deviations and preparing frequency and percentage frequency distributions for all variables, separately for grade and grade-sex groupings of students;

(b) calculating one-way analyses of variance (ANOVA) across grade and grade-sex groups for all major scores and subscores, and

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[1]The Committee would like to express its gratitude to Mr. Terry Benbow and Mrs. Marylou Cunningham for their conscientious and dedicated work on this phase of the project.

[2]In correspondence with Dr. Torrance it was discovered that separate grade-level 'norms' for each activity were not available and could not be supplied for Verbal Form A of this test. Limited data for Verbal Form B were provided, and the authors thank Dr. Torrance for the considerable work involved in providing this information.

(c) intercorrelating all major scores and subscores. Because not all students took the same form of all the tests, correlations were calculated using only students enroled in grades 7, 8 and 9.

RESULTS

Mean scores for students are provided in Table 2 separately by grade and sex, for each of the three dimensions (fluency, flexibility and originality) for Activity 1 - Asking Questions, and Activity 5 - Unusual Uses. A comparison of the mean scores of London grade 8, 9 and 10 students on Verbal Form A with a similarly composed 'norm' group on Verbal Form B can be made by examining the data of Table 3.

TABLE 2 Mean scores, by grade and sex, on the Fluency, Flexibility and Originality Scales for Activities 1 and 5 of Verbal Form A of the Torrance Tests of Creative Thinking for a sample of 508 students enroled in grades 7 to 10 inclusive.

Scale		Group*	Grade 7	8	9	10
Asking Questions	I - Fluency	M	8.0	10.2	10.3	10.9
		F	9.9	9.9	10.7	10.6
		T	8.9	10.0	10.5	10.7
	I - Flexibility	M	5.5	6.1	6.3	6.8
		F	6.2	6.0	6.4	6.6
		T	5.8	6.1	6.4	6.7
	I - Originality	M	4.6	7.3	7.4	9.5
		F	6.2	7.1	8.4	8.7
		T	5.4	7.2	8.0	9.0
Unusual Uses	V - Fluency	M	20.9	22.2	19.6	20.6
		F	26.5	21.1	22.2	24.6
		T	23.6	21.6	21.0	22.8
	V - Flexibility	M	8.7	10.0	8.6	9.4
		F	10.6	9.6	10.0	10.3
		T	9.6	9.8	9.3	9.9
	V - Originality	M	5.9	8.8	7.8	7.9
		F	9.6	7.3	7.7	8.4
		T	7.4	5.8	6.9	7.0
Number of Cases		M	71	70	56	47
		F	67	72	66	59
		T	138	142	122	106

* M = male, F = female, T = all students

TABLE 3 Mean scores for grade 8, 9 and 10 London students on Verbal Form A and for the 'normative' sample on Verbal Form B.

Scale	Activity			
	1 - Asking		5 - Unusual Uses	
	London	Norm	London	Norm
Fluency	10.39	11.15	21.78	17.94
Flexibility	6.36	6.94	9.67	8.34
Originality	7.98	4.77	7.97	10.77

ANOVA tests revealed no statistically significant sex differences at any grade level on any of the dimensions of either Activity 1 or 5. In fact, the only statistically significant differences are between grade 7 and 9 and/or 10 students for all three subscales of Activity 1. The size of the differences in absolute terms is, however, relatively small (Table 2).

The data of Table 3 indicate that the level and patterning of London grade 8, 9 and 10 students' responses is quite similar to that of the 'norm' group...London students performing slightly better on some dimensions and slightly worse on others. Because London students took Verbal Form A of the Torrance test and normative data are available only for the parallel, but not necessarily equivalent, Verbal Form B, no statistical tests for differences between the two groups were made.

Interrelationships of Verbal Ability, Attitude and Verbal Creativity Measures

Pearson product-moment correlations, calculated among a series of ability, attitude and verbal creativity measures are displayed in Table 4. It is apparent from these data that: (a) for both 'Asking' and 'Unusual Uses' activities, students' scores on the fluency, flexibility and originality dimensions are moderately correlated (b) students' performance on the 'Asking' activity is only modestly related to their performance on 'Unusual Uses'. (c) students' performance on the verbal creativity tests shows a significant but minor relationship to their rated enjoyment of reading, writing and self-confidence in speaking and to their verbal ability and reading skill. This finding of relative independence of verbal creativity and verbal ability simply confirms prior findings by Torrance and other investigators working in the area of creativity.

TABLE 4 Correlations among Ability, Attitude and Verbal Creativity measures for a sample of 402 grade 7, 8 and 9 students.

Variable*	Attitude				Asking			Unusual Uses		
	2	3	4	5	6	7	8	9	10	11
1. Vocabulary	81	34		17	23	26	17		17	
2. STEP II Reading		37		16	23	23	18		19	
3. Enjoyment of Reading			26		15	19		12	13	
4. Enjoyment of Writing				17	13	12	12	22	17	11
5. Self-confidence in Speaking					11		19	15	20	13
6. Asking - Fluency						77	71	49	45	40
7. Asking - Flexibility							46	37	35	34
8. Asking - Originality								40	38	29
9. Unusual Uses - Fluency									67	69
10. Unusual Uses - Flexibility										66
11. Unusual Uses - Originality										

*A correlation of .10 is required for significance at $p < .05$, .13 for significance at $p < .01$. Only statistically significant correlations are reported in this Table. Decimals have been omitted for ease of reading.

SUMMARY

This report has described students' performance on measures of verbal creativity and the relationship of this performance to measures of their verbal ability, reading skill, and attitudes toward three aspects of the English program.

The level and patterning of London students' performance on the creativity tests follows quite closely that of the 'norm' group. No significant sex differences and only minor grade trends were evident in students' responses to the Torrance Tests of Creative Thinking.

The unavailability of really appropriate normative data make assessment of London students' performance in the area of verbal creativity difficult.

One can obtain a more concrete impression by trying the test oneself and then reviewing the actual responses of a sample of students.

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Dickie, L. & Rice, E. T. *Intermediate English Evaluation Project: Stating the Objectives.* Board of Education, London, Ontario, 1973 (mimeo).

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Torrance, E. P. *Torrance Tests of Creative Thinking.* Princeton: Personnel Press, Inc., 1966.

*A complete list of all the publications arising out of the Intermediate English Evaluation Project is provided at the end of this paper.

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Dickie, L. *Background and Plan for the Intermediate English Evaluation Project.* Board of Education, London, Ontario, 1974 (mimeo).

Dickie, L. & Rice, E. T. *Intermediate English Evaluation Project: Stating the Objectives.* Board of Education, London, Ontario, 1973 (mimeo).

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Latimer, R. D. *An Overview of the English Language Arts Programs - Intermediate Division, City of London Schools.* Ministry of Education, Ontario, 1973 (mimeo).

INTERMEDIATE ENGLISH EVALUATION PROJECT: ATTITUDES REVISITED

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Educational Research Services

Research Report 74-13

This report is one of a series of six which describes in detail student attitudes and achievement in major areas of the Intermediate English program. The six reports, in turn, represent one major segment of the needs assessment phase of an overall evaluation plan which has included prior surveys of the community, faculty and students and a special goals-specification project.

Because of the size and complexity of the achievement assessment phase of the evaluation project, a 'preface' paper has been prepared which gives an overview of the project and describes the sampling procedures, subject population, tests used, etc. (Stennett & Isaacs, 1974). The current report has been written on the assumption that the reader will have read the 'preface' paper before reading this one.

This report summarizes the results of all the attitude measures used, describes the interrelationships among them and their relationships to other measures of ability and achievement. In addition, students' general attitudes toward English are compared with their attitudes toward other academic subjects. The variation in student attitudes as a function of student-sex teacher-sex interaction is also described. Finally, the results of the findings of this study are compared with those obtained in the original survey of student attitudes (Stennett, Dickie, et al., 1973).

This original survey involved administering a 100-item test, composed of several types of items, designed to assess student attitudes toward various facets of the English program. The results indicated fairly consistent sex differences, girls generally being more positive than boys toward most aspects of the program, and fairly consistent grade trends, secondary students generally being less positive than elementary students. A trend for girls to show a more pronounced elementary-to-secondary decrease in the positiveness of their attitudes toward English than boys was also noted.

Because of certain limitations in the original study and the need to relate student attitudes to their achievement, a 40-item attitude survey was developed from the original 100-item test and administered to all students participating in the current project.

The reader should be cautioned that this study is cross-sectional rather than longitudinal in nature. This means that when changes in student attitudes are reported as a function of grade level, different groups of students are involved. The results, therefore, do not necessarily represent what one might obtain if the same students were tested in

each of four consecutive years. Although the results of the cross-sectional approach at the elementary level (grades 7 and 8) would probably be fairly comparable to those of a longitudinal approach, the differential attrition of students in grades 9 and 10 and the addition of proportionally more students from other school systems make the comparability of cross-sectional and longitudinal approaches at this level much less adequate.

An additional caution is necessary with respect to comparisons of the findings of the original and current attitude studies. Although the findings are generally similar, differences in sampling procedures, timing of testing, the tests themselves and the methods of administration largely preclude inferring that differences in students' scores between the two studies represent any underlying change in attitudes during the nine months between the two studies.

METHOD

Subjects

The subjects for this study were 2,684 students, about 600 to 700 in each grade from 7 to 10. Within elementary and secondary panels, the samples are quite representative of their respective population in terms of grade and sex composition. (See Stennett & Isaacs, 1974 for details and sampling procedures.) The original study involved 1,247 students, with about 250 to 370 per grade level. (See Stennett, Dickie, et al., 1973 for details and sampling procedures.)

Although the six major attitude scales were administered to all students, various achievement and other tests were administered to different comparable subsamples of students containing about 525 students, 100 to 150 per grade level. To avoid duplication the numbers of students (Ns) involved in each analysis will be given with the results rather than in this section.

Tests

A general description of all the tests used is provided in the 'preface' paper (Stennett & Isaacs, 1974) and additional detail is given in the five other reports in this series. A copy of the test used to allow students to rate their liking for, and difficulty with, five different academic subjects is given in Appendix A.

Five of the six attitude scales for this study were developed, as a result of detailed statistical analysis, from items contained in the original 100-item, attitude survey. The sixth scale, Self-confidence in Speaking, was adapted from a scale developed for another project (Gardner & Smythe, 1974). Although the items in three of the current attitude scales are identical in wording and response format to those of the original study, two of the current scales used slightly different wording

and format. The number and arrangement of the items was, of course, quite different in the two studies.

Test Administration

In the original study the attitude scales were administered by either a principal, vice-principal or homeroom teacher. In the current study, all tests were administered by a team of six specially trained teachers in students' regularly-scheduled English classes with the assistance of the classroom teacher. A special effort was made to encourage students to express their opinions freely and frankly.

In the original study, students were tested in May, 1973; in the current study, the tests were administered in February and March, 1974.

Data Handling and Presentation

Students made their responses to most of the attitude, ability and achievement tests on machine-scorable answer sheets. Their responses to all other tests were coded, keypunched into cards and verified. All student responses to all tests were ultimately transferred to data cards for scoring, tabulation and analysis by computer.

In tabulating the results of the attitude scales, a "reverse" scoring key was used for negatively worded items and students' responses are reported largely in terms of the percents of students "agreeing" with the various items. These percent agreement figures are reported in tabular form for each item in each of the scales, separately by grade and sex. Means of the percent agreement figures across the items in each scale are plotted, separately by grade and sex, in a series of figures.

Tests of sex differences and grade trends were made using one-way analyses of variance (ANOVA) and a posteriori Scheffé tests. An examination of possible teacher-sex, student-sex, elementary-secondary attitude interactions was done using the same techniques.[1]

Interrelationships of student attitude, ability and achievement scores were assessed by calculating Pearson product-moment correlations among these variables for the various subsamples of students who received different combinations of tests.

In order to make this report as concise as possible, most of the detailed findings are reported primarily in terms of Tables and Figures which, it is hoped, will be largely self-explanatory. General patterns and trends are noted in the text where appropriate.

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[1]Although 2- and 3-way ANOVA tests would have been more appropriate, time and computer program limitations dictated the use of the simpler techniques described.

RESULTS

Sex Differences and Grade Trends

The percents of students, by grade and sex, agreeing with each item making up each of the six attitude scales (Enjoyment of English Classes, Usefulness of Grammar, Enjoyment of Writing, Enjoyment of Reading, Application of English Skills and Self-confidence in Speaking) are presented in Tables 1 to 6. Means of the percent agreement figures for each of the six scales are plotted, by grade and sex, in Figures 1 to 6. As found in the original study, girls are generally somewhat more positive than boys and, with the exception of the scale measuring Enjoyment of English classes, secondary students, especially boys, are less positive than elementary students.

Boys express somewhat more self-confidence in speaking than girls at all grades with little change over the grade 7 to 10 interval.

TABLE 1 Percent of students, by grade and sex, agreeing* with the six items making up the Enjoyment of English Classes scale.

Item Number	Item	Percent of Students Agreeing, by Grade and Sex				
		Sex	7	8	9	10
7	English classes are fun.	M	40	36	55	45
		F	51	53	65	59
11	I look forward to going to English classes each day.	M	31	21	45	37
		F	39	41	54	49
15	I enjoy English classes.	M	44	35	59	50
		F	53	60	69	68
20	I feel that the English classroom is a happy place.	M	43	34	57	45
		F	45	49	59	57
23	I find that most of my English classes are interesting.	M	51	43	56	51
		F	59	58	68	64
28	I would rather attend English class than most other classes.	M	20	11	30	25
		F	28	31	43	44

*In order to simplify presentation of the data, the scores of both students who 'agreed' and 'strongly agreed' with an item were added together to calculate the percent agreement figures presented in Tables 1 to 6 and Figures 1 to 6.

FIGURE 1 Mean of percents of students agreeing with the six items comprising the Enjoyment of English Classes scale, by grade and sex.

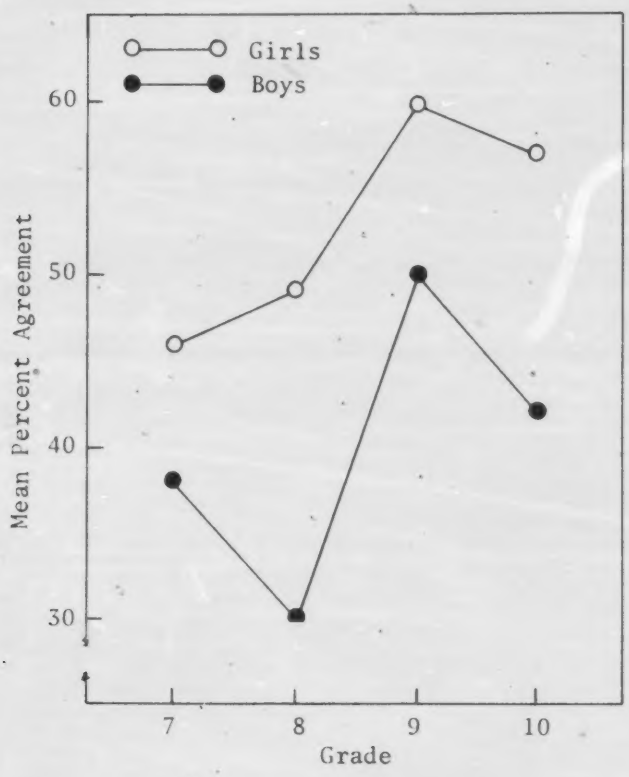


TABLE 2 Percent of students, by grade and sex, agreeing with the five items making up the Usefulness of Grammar scale.

Item Number	Item	Percent of Students Agreeing, by Grade and Sex				
		Sex	7	8	9	10
2	The study of grammar helps my writing.	M	55	51	68	68
		F	55	69	80	82
12	The grammar I study is necessary.	M	87	74	71	63
		F	83	83	78	76
14	I believe that people who use poor grammar are poorly educated.	M	37	32	32	22
		F	37	33	33	30
22	Punctuation rules are good to know.	M	89	89	88	82
		F	92	93	91	90
30	I try to apply the grammar rules that I have learned when I am writing.	M	81	73	79	75
		F	85	86	85	81

FIGURE 2 Mean of percents of students agreeing with the five items comprising the Usefulness of Grammar scale, by grade and sex.

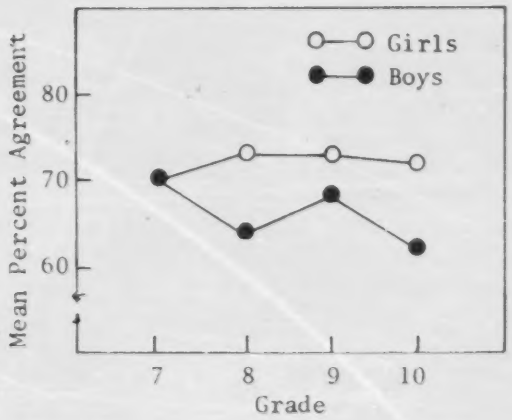


TABLE 3 Percent of students, by grade and sex, agreeing with each item in the 'Enjoyment of Writing' scale.

Item Number	Item	Percent of Students Agreeing, by Grade and Sex				
		Sex	7	8	9	10
3	Memory work is worthwhile.	M	64	54	44	36
		F	64	60	49	42
8	I enjoy writing short stories.	M	73	62	60	43
		F	69	75	60	56
18	I like writing poetry.	M	45	41	27	23
		F	65	58	49	53

FIGURE 3 Mean of percents of students agreeing with the three items comprising the Enjoyment of Writing scale, by grade and sex.

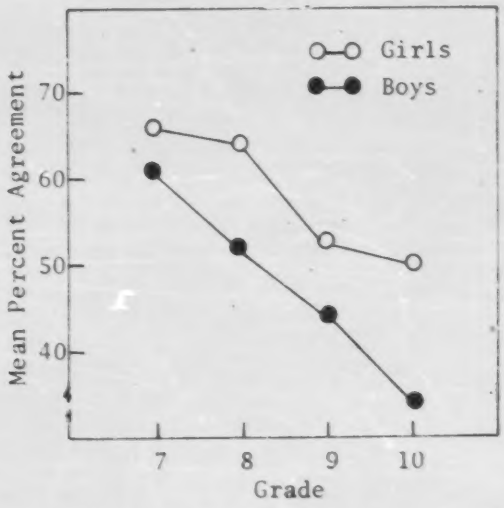


TABLE 4 Percent of students, by grade and sex, agreeing with each item in the 'Enjoyment of Reading' scale.

Item Number	Item	Percent of Students Agreeing, by Grade and Sex			
		Sex	7	8	9	10
1	I read books apart from those that are required reading for classes.	M F	80 83	82 91	75 88	72 89
6	I have recommended a book to a friend.	M F	71 84	69 91	68 92	73 92
16	Once I have begun a book I often finish it within a few days.	M F	62 63	52 67	57 74	51 73
21	I have re-read a favourite book.	M F	77 86	73 87	65 72	56 75
25	I enjoy reading novels of movies I have enjoyed.	M F	76 80	68 86	68 82	63 83
29	When I have extra time in class, I often read a library book.	M F	56 55	53 59	33 45	30 39

FIGURE 4 Mean of percents of students agreeing with the six items comprising the Enjoyment of Reading scale, by grade and sex.

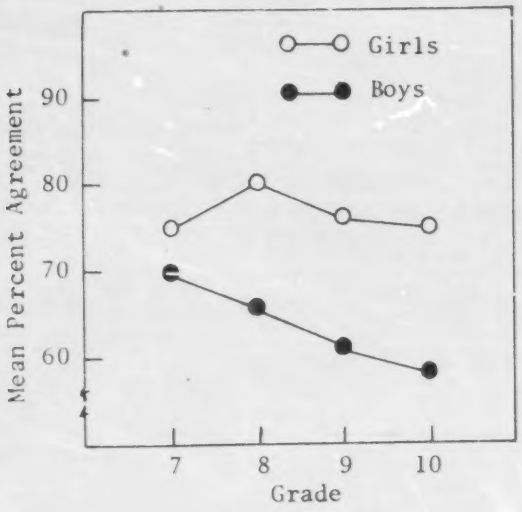


TABLE 5 Percent of students, by grade and sex, agreeing with each item in the 'Application of English Skills' scale.

Item Number	Item	Percent of Students Agreeing, by Grade and Sex				
		Sex	7	8	9	10
5	I look up unfamiliar words in a dictionary when I come across them in a book.	M	56	56	51	44
		F	62	64	62	56
10	When I write notes to a friend, I use complete sentences.	M	57	45	47	37
		F	59	57	54	51
17	Before I hand in a social studies or science report, I check the spelling of words which I think I may have spelled incorrectly.	M	66	58	57	57
		F	74	75	78	75
26	I usually check whatever I write to make sure that there are no mistakes in spelling, grammar or punctuation.	M	62	56	55	54
		F	73	80	78	80

FIGURE 5 Mean percents of students agreeing with the four items comprising the Application of English Skills scale, by grade and sex.

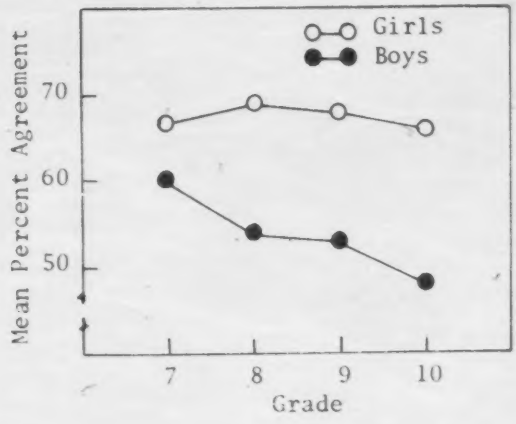
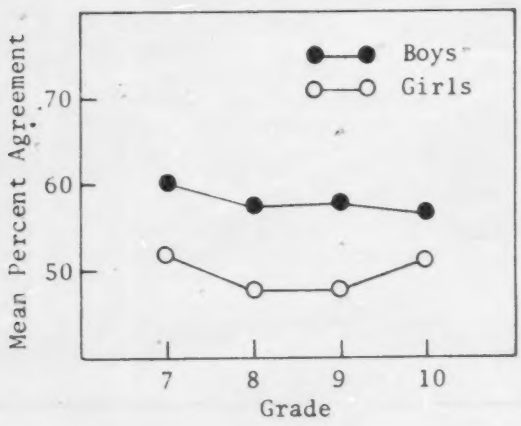


TABLE 6 Percent of students, by grade and sex, agreeing with each item in the 'Self-confidence in Speaking' scale.

Item Number	Item	Percent of Students Agreeing, by Grade and Sex				
		Sex	7	8	9	10
4	I enjoy taking an active part in class discussions.	M	87	88	83	76
		F	78	82	79	81
9*	I usually don't say anything during class discussions because I'm afraid others might laugh at my comments.	M	75	74	78	81
		F	65	64	60	74
13*	If I know I have to give a speech in class I get so nervous I have difficulty getting to sleep the night before and don't feel like eating breakfast that day.	M	65	62	61	65
		F	51	49	47	51
19	I usually feel quite self-confident when I have to talk in front of a group.	M	54	49	49	45
		F	53	45	46	44
24	It doesn't bother me at all to give a speech in front of the class.	M	36	31	31	29
		F	34	24	27	26
27*	I always feel a bit nervous when I have to speak in class	M	45	43	44	44
		F	32	26	30	32

*In order to keep the figures in this table consistent with the positive character of the scale name, the figures for these negatively-worded items are for students who 'disagreed' and 'strongly disagreed' with each.

FIGURE 6 Mean of percents of students agreeing with the six items comprising the 'Self-confidence in Speaking' scale, by grade and sex.



Interrelations of Attitude and Liking and Difficulty of English Ratings

Table 7 gives the correlations among the 6 attitude scales and liking and difficulty of English ratings for a sample of 582 grade 7 to 10 students.

With the exception of the self-confidence-in-speaking scale, all of the correlations, though statistically significant, are modest in size, ranging from -.11 to .62. This finding tends to confirm the fact that the various scales do measure relatively distinct aspects of students' attitudes toward English and also that students who are positive toward one aspect of the program tend, to a limited degree, to be positive toward other aspects of it.

The substantial correlation (.62) between students' rated Enjoyment of English and their scores on the Enjoyment of English classes scale is not surprising because of the overlap in scale content. The fact that students' ratings of the difficulty of English correlate negatively with their scores on the other attitude scales suggests that at least part of students' negative attitude toward English is associated with their per-

ception of it as a difficult subject. Students who find English difficult tend not to like it....and this, as will be shown in a later section of this report, is also true for other academic subjects.

TABLE 7 Intercorrelations of English Attitude and Liking and Difficulty of English scores for a sample of 582 students enrolled in grades 7 to 10 inclusive.

Attitude Scale*	2	3	4	5	6	7	8
1. Enjoyment of Reading	37	24	22	-20	19	38	
2. Enjoyment of Writing		37	34	-20	28	31	11
3. Enjoyment of English Classes			62	-33	32	33	11
4. Liking of English				-52	24	20	14
5. Difficulty of English					-14	-11	-26
6. Usefulness of Grammar						43	09
7. Application of English Skills							
8. Self-confidence in Speaking							

*A correlation of .09 is required for significance at $p < .05$; .12 for significance at $p < .01$. Only statistically significant correlations are reported in this table. Decimal places have been omitted for ease of reading.

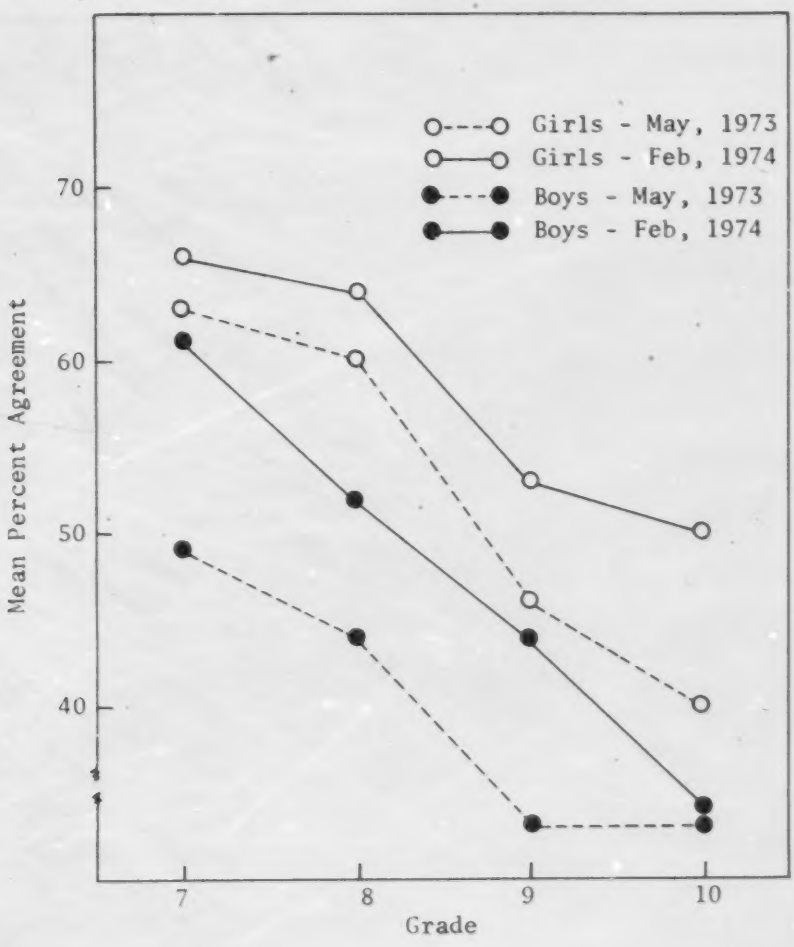
Comparison of Original and Current Study Findings

Figures 7 to 11 show plots of the means of percent agreement values, separately by grade and sex, for the five attitude scales administered in both studies.[2] A review of these Figures reveals the following patterns: (a) girls are without exception more positive than boys at all grade levels in both studies; (b) an elementary to secondary decrease in positiveness

[2]For the Enjoyment of English Classes, Usefulness of Grammar and Enjoyment of Writing scales, data for the same items (which involved the same response format) are reported. For the Enjoyment of Reading scale, data from the same items are reported but the student response format used was different (3-point vs 4-point scale). For the Application of English Skills scale, three of the four items were the same, but the response format was different in the original and current studies. The Self-confidence in Speaking scale was not included in the original study and there are, therefore, no comparisons possible.

is apparent with respect to Enjoyment of Writing, Application of English Skills, Enjoyment of Reading and, to a lesser extent, Usefulness of Grammar in both studies; (c) a tendency for students' Enjoyment of English Classes to increase over the elementary to secondary transition, especially in the case of boys--a tendency more marked in the current study than in the original one; (d) students' attitudes as measured in February, 1974 are somewhat more positive than when measured in May, 1973; (e) the increasingly negative attitudes of girls at the secondary level apparent in the results of the original study is not apparent in the current one and, in fact, what was a rated decrease in Enjoyment of English classes at the secondary level in 1973 has changed to a fairly substantial increase in enjoyment in 1974 for the girls; (f) for both the Application of English Skills and Enjoyment of Writing scales, the decrease in positiveness over the grade 7 to 10 interval is much more marked in the current than in the original study.

FIGURE 7 Mean of percents of students agreeing with the three items making up the Enjoyment of Writing Scale, by grade and sex, for the original (May, 1973) and current (Feb, 1974) studies.



As mentioned earlier in this report, differences in the test items, response format, sampling of students and time of test administration preclude making really valid comparisons between the findings of the two studies. It seems quite clear, however, that the general nature and patterning of results of the two studies are quite similar and this, in turn, permits additional confidence in the findings.

FIGURE 8 Mean of percents of students agreeing with the four items making up the Application of English Skills scale, by grade and sex, for the original (May, 1973) and current (February, 1974) studies.

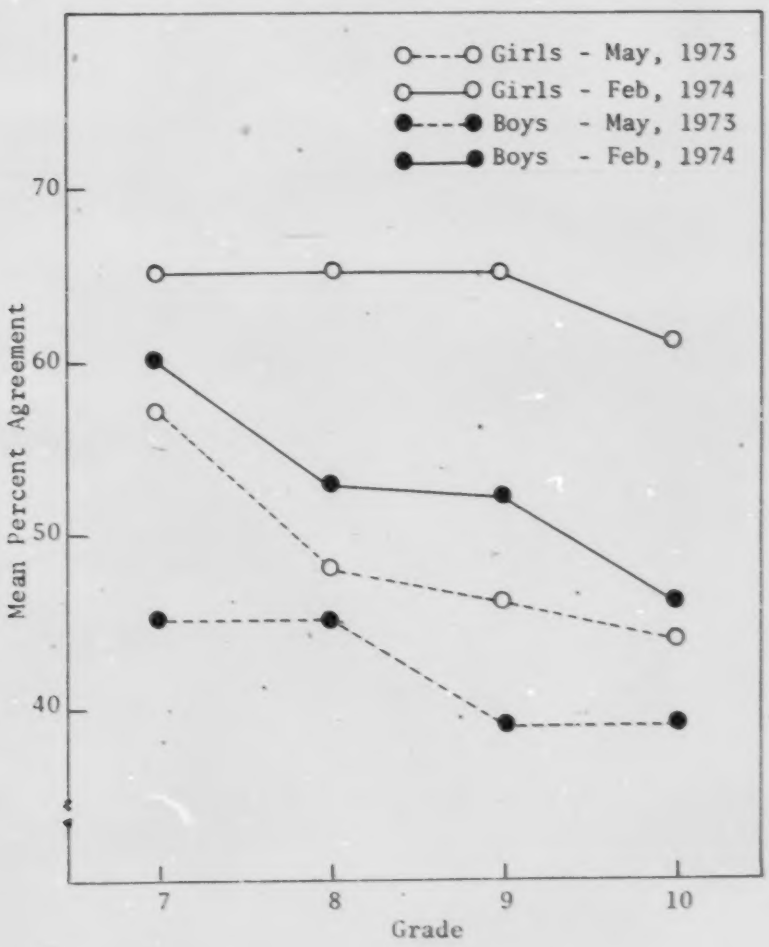


FIGURE 9 Mean of percents of students agreeing with the six items making up the Enjoyment of Reading scale, by grade and sex, for the original (May, 1973) and current (February, 1974) studies.

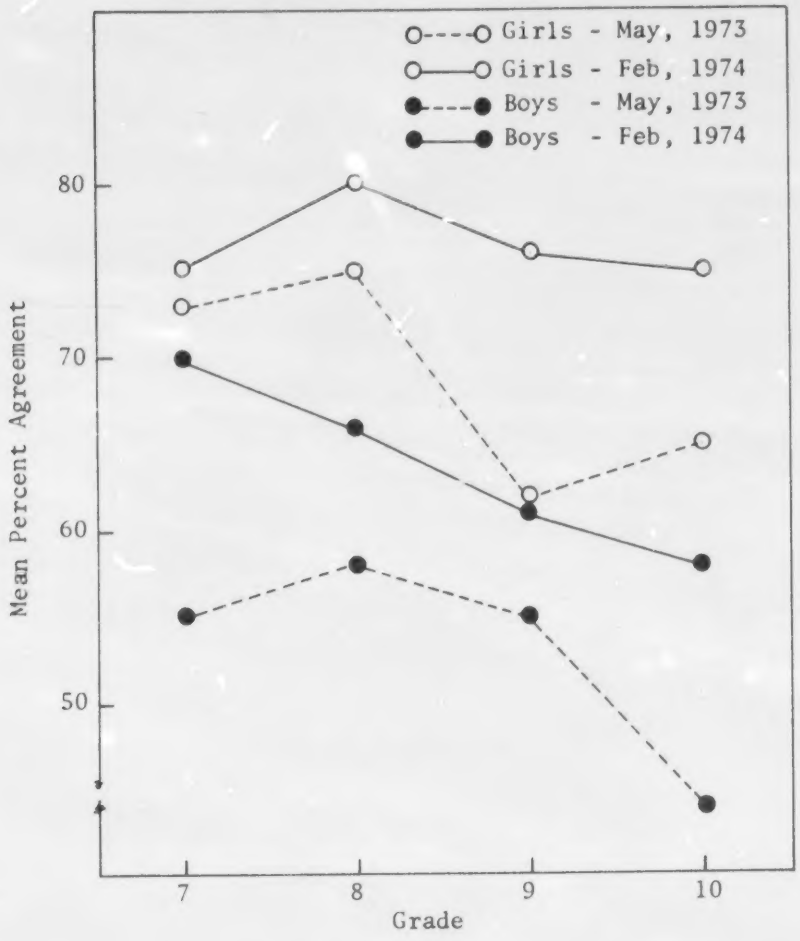


FIGURE 10 Mean of percents of students agreeing with the five items making up the Usefulness of Grammar scale, by grade and sex, for the original (May, 1973) and current (February, 1974) studies.

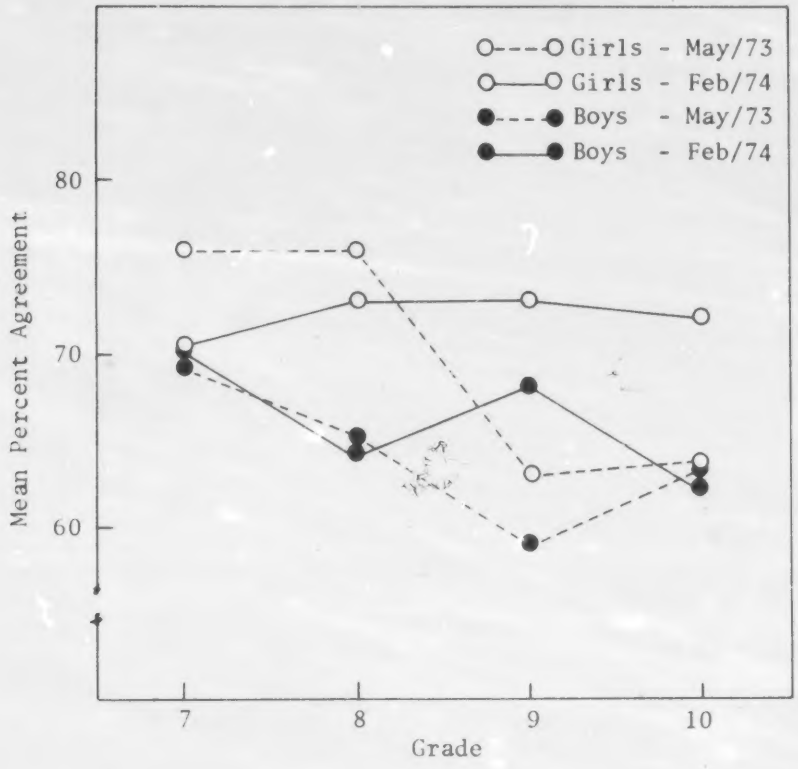
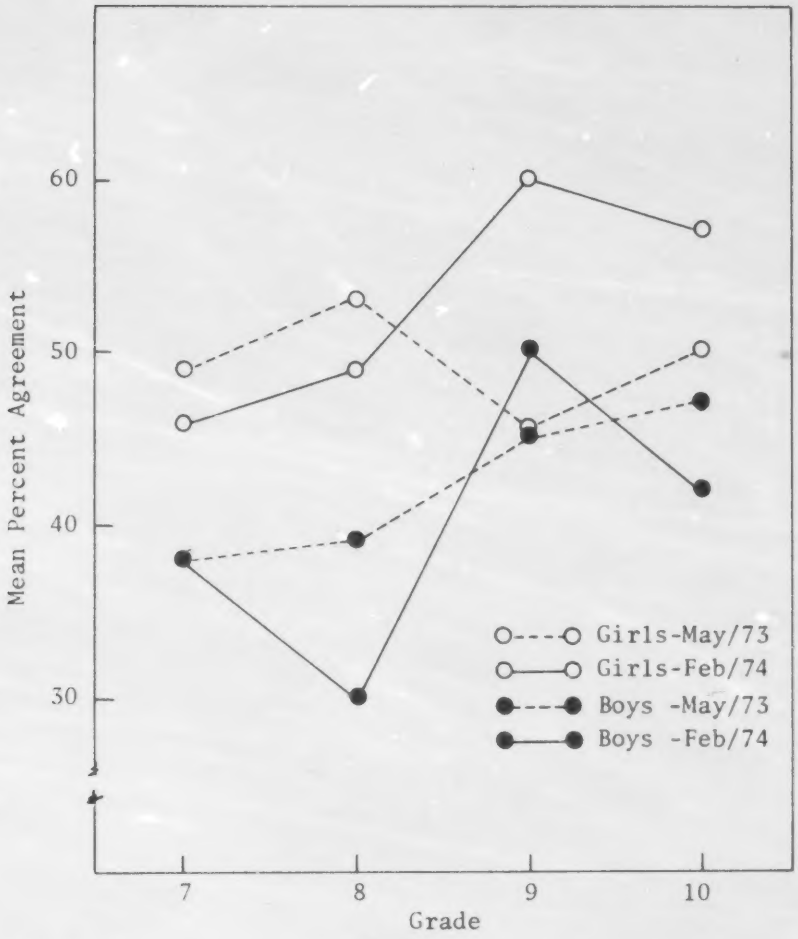


FIGURE 11 Mean of percents of students agreeing with the six items making up the Enjoyment of English Classes scale, by grade and sex, for the original (May, 1973) and current (February, 1974) studies.



Teacher-sex, Student-sex, Elementary-Secondary Interactions

It was noted in the original study that girls' attitudes tended to change more dramatically over the elementary to secondary transition than did those of the boys. Although no ready explanation for this finding was apparent, it was known that the percentage of English teachers who are women is substantially higher in the secondary panel. This led to the hypothesis that students' attitudes toward English might vary as a function of both their own and their teachers' sex.

In order to test this hypothesis the data for students were divided into eight groups in terms of whether the students were enrolled at elementary or secondary level, whether they were a boy or a girl and whether or not their English teacher was a man or a woman. One-way ANOVA tests were then conducted separately for each of the six attitude scale scores across these eight groups and appropriate a posteriori Scheffé tests done. Statistically significant results were obtained on only 2 of the 6 scales, Enjoyment of English classes and Usefulness of Grammar.

Plots of the mean raw scores for the various groups of students on these two scales are provided in Figure 12.[3] As expected, girls' attitudes are more positive than those of the boys and the elementary-secondary differences (in different directions) are apparent as they were in the earlier analyses of these two scales.

There are no statistically significant differences in students' rated Enjoyment of English classes as a function of teacher sex at the elementary level. At the secondary level, however, boys who have a male teacher are significantly more positive in their rated enjoyment of English classes than those who have a female teacher. Secondary girls who have a male teacher are most positive, whereas secondary boys with a female teacher are least positive.

There is also a slight trend, evident in the results for the Usefulness of Grammar scale, for boys with a female English teacher to be the least positive in their attitudes.

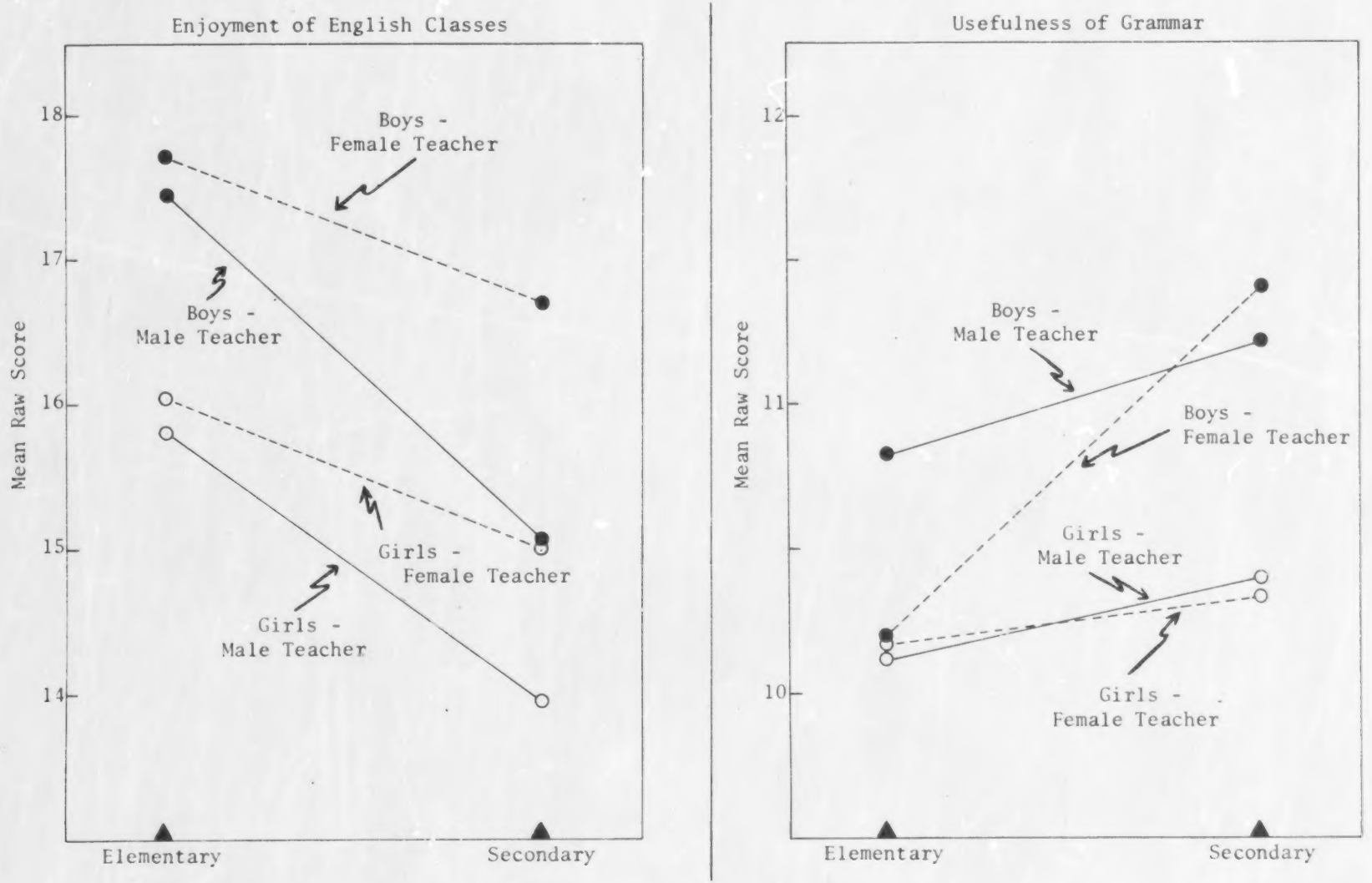
The reader should be cautioned that, while the results of this analysis are interesting, they are at best tentative. It was not possible, for example, to eliminate the effects of other variables, such as the level of students' secondary program, which might indirectly produce the results obtained.

Students Liking For, and Perceived Difficulty of, Five Academic Subjects

One of the limitations of the original attitude survey was that, although it did assess students' liking and enjoyment of English, the

[3]Because of the way the students' tests were scored for this analysis, a low score means a more positive attitude.

FIGURE 12 Mean raw scores on Enjoyment of English Classes and Usefulness of Grammar Scales as a function of Elementary vs. Secondary level, sex of student and sex of teacher.



assessment was done only in terms of students' responses to items dealing with English. This strategy, though useful, does not provide sufficient reference points in terms of which students' attitudes can be evaluated. To overcome this limitation, students in the current study were asked to rate their 'liking' for, and 'difficulty' with, four other academic subjects, as well as English. In this way, it is possible to assess student attitudes toward English *relative to* their attitudes toward other subjects.

The percents of students who 'strongly agreed' or 'agreed' with each of the statements contained in the Liking and Difficulty test (Appendix A) are plotted, by grade level, in Figure 13. In general, a majority of students (50-70%) express a liking for all subjects rated and a minority (10-25%) rate them as difficult. With the exception of English, students' ratings at the secondary level are slightly less positive than those of elementary students. There are slight trends for secondary students to rate Mathematics, Science and History as more difficult than do elementary students. There is little difference in the difficulty ratings given English and Geography by elementary and secondary students. Overall, Mathematics and English are rated as slightly more difficult than the other subjects.

Although there are very different patterns across the grade levels in students' rated liking of the various subjects, there do not appear to be marked overall differences in the degree to which they rate the subjects, i.e., in general, intermediate students as a group do not appear to prefer one subject greatly over another.

It is also apparent from the curves plotted in Figure 13 that students' liking for a subject is inversely related to the difficulty they have with it. This observation is supported by the inter-correlations among the 10 liking and difficulty ratings reported in Table 8. The correlations of liking and difficulty ratings *within* subjects are remarkably similar, varying from -.52 to -.49.

Correlations of liking ratings among the five academic subjects are statistically significant but small, ranging from .12 to .25 with a median of .17. Correlations of difficulty ratings among the five academic subjects are similar in significance and size, ranging from .08 to .34, with a median of .19. These sets of correlations indicate a very slight tendency for students who like one subject to also like the others and, conversely, for students who find one subject difficult to find the others difficult. The size of the correlations, however, indicates that, for any particular student, there can be wide variations in both his liking and difficulty ratings across the five academic subjects.

Of the 20 correlations of liking and difficulty ratings *across* subjects, only 9 are statistically significant and these are all small and negative, ranging from -.09 to -.23. The pattern of these relationships appears largely to reflect the general tendency for liking and difficulty ratings to be inversely related.

FIGURE 13 Percents of students, by grade level, who 'strongly agree' or 'agree' with statements indicating 'liking' and 'difficulty' of five academic subjects.

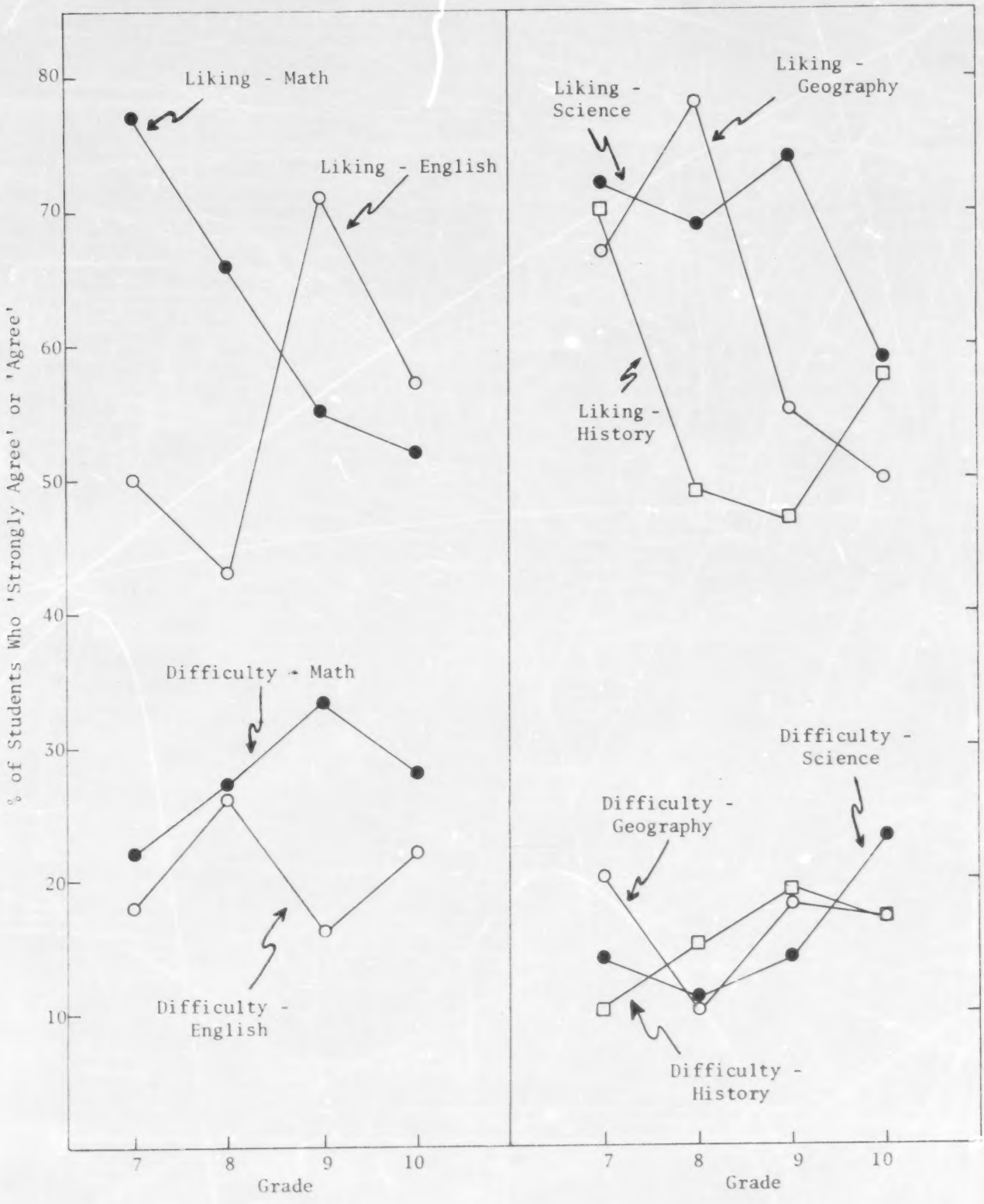


TABLE 8 Intercorrelations of 582 Grade 7 to 10 students Liking and Difficulty Ratings of Five Academic Subjects.

Rating Scale*	2	3	4	5	6	7	8	9	10
1. Liking of English	14	19	13	15	-52	-14			
2. Liking of Geography		14	24	19	-10	-52	-17	-23	
3. Liking of History			19	12			-59		
4. Liking of Science				25		-16	-12	-53	-09
5. Liking of Mathematics					-10		-10		-59
6. Difficulty of English						24	18	13	20
7. Difficulty of Geography							27	34	20
8. Difficulty of History								15	
9. Difficulty of Science									17
10. Difficulty of Mathematics									

*A correlation of .09 is required for statistical significance at $p < .05$; .12 for significance at $p < .01$. Only statistically significant correlations are reported in this table. Decimals have been omitted in the body of the table for ease of reading.

Relationships of Age, Verbal Ability and Attitudes to Achievement

Table 9 gives correlations of age, sex, verbal ability and attitude scores with tests and ratings of student achievement in the areas of Reading, Writing, Listening, Speaking and Verbal Creativity.[4] Only statistically significant correlations have been reported. The reader should note that, because of the design of the study and characteristics of the tests used, the correlations in various areas are based on different numbers of students enrolled in different clusters of grades. In all cases, however, the number of cases is quite large (240 to 582) and the samples of students reasonably comparable.

Most noticeable in these findings are the substantial relationships between verbal ability and achievement, especially in the areas of silent reading, listening and writing. This suggests that success on these achievement tests depends fairly substantially on verbal ability or 'thinking skills' as well as upon more mechanical skills and rote knowledge of the conventions of English communication.

[4]More detailed descriptions of these relationships are found in the series of papers addressed to each of the main areas of the Intermediate program.

TABLE 9 Correlations of age, sex, verbal ability and attitude scores with tests and ratings in the areas of Reading, Writing, Listening, Speaking and Verbal Creativity.

		Area & Tests	Age	Sex	Verbal Ability	Attitudes*						Subjects	
						EEC	ER	EW	UG	AES	SCS	Grades	N
READING	Silent	STEP II - Reading - Percentile	-18		81		37		13		15		
		Comprehension			71		29				11	7-9	380
		Translation & Inference			74		28				10		
		Analysis			45	11	24		16				
	Oral	Gilmore Oral Reading -	17		41		16					7-10	582
		Oral Reading Naturalness		21	33	15	26	09	11	12			
	Reference Skills	Canadian Tests of Basic Skills - W3	12	24	5-		26		12	11			
		Indexing			34								
		Guide Words		13	28		16		17	16			
		Key Words		11	29		20			10		7-9	360
		Encyclopedia			35		16						
		Dictionary		17	55	11	20			13			
		References	12	13	45	14	20		12				
		Alphabetization		20	27			13					
		Following Directions	17	15	25		17			09		7-10	582
WRITING		Comprehensive Tests of Basic Skills											
		Punctuation	-21	19	44		31						
		Capitalization	-15	21	25		28		21	14		7, 8	240
		Usage			70		35		15		13		
		Spelling		21	52	18	40		22	16			
		Writing Assignment - Total Ratings	16	28	35	10	24		14	13		7-10	582
		Percent Errors		-16	-26		-17		-13	-11			
LISTENING		STEP Listening Test											
		Comprehension			66		27					7-9	364
		Translation			68		24						
		Evaluation & Application			61		31						

TABLE 9 - Continued

	Area & Tests	Age	Sex	Verbal Ability	Attitudes						Subjects	
					EEC	ER	EW	UG	AES	SCS	Grades	N
SPEAKING	Oral Communication: Giving Information											
	Effectiveness		10		09	13			17			
	Pertinence				14	19		16	19			
	Quality	-09							12		7-10	582
	Oral Communication: Asking Questions											
	Effectiveness				13			12	11			
	Pertinence				11			15	16			
	Quality								12			
VERBAL CREATIVITY	Torrance Tests of Creative Thinking											
	Act I - Asking - Fluency			23		15	13			11		
	- Flexibility			26		19	12					
	- Originality			17			12			19	7-9	402
	Act V - Unusual Uses - Fluency	-10				12	22		11	15		
	- Flexibility		12	17		13	17			20		
	- Originality						11			13		

* EEC - Enjoyment of English Classes
ER - Enjoyment of Reading
EW - Enjoyment of Writing
UG - Usefulness of Grammar
AES - Application of English Skills
SCS - Self-confidence in Speaking
N - Number of Cases

It is also noteworthy that, among the attitude scales, those measuring Enjoyment of Reading, Usefulness of Grammar and Application of English Skills show the most substantial relationships to the various achievement measures. Although the correlations are small or modest in size, they do indicate that a minor but significant part (5-15%) of the variation in student achievement is associated with attitudinal factors. This merely confirms the educational rule of thumb that students tend to learn best what they want to learn, enjoy or feel is important to them.

SUMMARY

This paper, largely through a series of tables and figures, has summarized students' responses to measures of their attitudes toward various facets of the Intermediate English program and compared them with the responses of similar students tested in a prior study (May, 1973).

Sex differences and grade trends were described, correlations among the various attitude measures presented, and students' rating of liking of, and difficulty with, English and four other academic subjects compared and contrasted.

A brief analysis of a hypothesized interaction of teacher-sex and student-sex on attitudes was presented along with a detailed table giving correlations among sex, age, verbal ability and attitude measures with tests of student achievement in major areas of the program.

In general, the findings of this study confirm those of the earlier one with the same consistent sex differences and grade trends very much in evidence. The various attitude measures show significant but modest relationships to measures of achievement. Verbal ability appears to play an especially important role in student achievement in the areas of reading, listening and writing.

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Gardner, R. C., Smythe, P. C., Kirby, D. M. & Bramwell, J. R. *Second Language Acquisition: A Social Psychological Approach.* Final Report to Ministry of Education under Grant-in-aid to Education, 1974. University of Western Ontario, 1974, (mimeo).

*A complete list of all the publications arising out of the Intermediate English Evaluation Project is provided at the end of this paper.

APPENDIX A

SCALES USED BY STUDENTS TO RATE THEIR LIKING FOR, AND DIFFICULTY WITH, FIVE DIFFERENT ACADEMIC SUBJECTS.

NAME: _____

SCHOOL: _____ GRADE: _____

LIKING AND DIFFICULTY OF SUBJECTS

Instructions to the Student

Listed below are ten short statements. Beside each one is a scale which you can use to show the degree to which you either agree or disagree with the statement.

Read each statement and then put a circle around the word or words which best tell how strongly you agree or disagree with that statement. Do all ten statements the same way.

When you have finished rating all ten statements, turn over the page and read the list of school subjects printed there.

Draw a line through any subjects you are *not* taking this year.

I like Science.	strongly agree	agree	undecided	disagree	strongly disagree
Math is difficult for me.	strongly agree	agree	undecided	disagree	strongly disagree
Geography is difficult for me.	strongly agree	agree	undecided	disagree	strongly disagree
I like History.	strongly agree	agree	undecided	disagree	strongly disagree
Science is difficult for me. ..	strongly agree	agree	undecided	disagree	strongly disagree
I like English.	strongly agree	agree	undecided	disagree	strongly disagree
I like Geography.	strongly agree	agree	undecided	disagree	strongly disagree

Appendix A - Continued

English is difficult for me.	strongly agree	agree	undecided	disagree	strongly disagree
I like Math.	strongly agree	agree	undecided	disagree	strongly disagree
History is difficult for me. ..	strongly agree	agree	undecided	disagree	strongly disagree

Listed below are five subjects that you may be taking this year.

If there are any subjects on this list that you are *not* taking this school year, put a line through their names.

Science
History
Geography
English
Mathematics

INTERMEDIATE ENGLISH EVALUATION PROJECT PUBLICATIONS

Dickie, L. *Background and Plan for the Intermediate English Evaluation Project.* Board of Education, London, Ontario, 1974 (mimeo).

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Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Speaking.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Verbal Creativity.* Board of Education, London, Ontario, 1974 (mimeo).

Stennett, R. G. & Isaacs, Lorna. *Intermediate English Evaluation Project: Attitudes Revisited.* Board of Education, London, Ontario, 1974, (mimeo).

Latimer, R. D. *An Overview of the English Language Arts Programs - Intermediate Division, City of London Schools.* Ministry of Education, Ontario, 1973 (mimeo).

REPORT ON

AN OVERVIEW OF THE ENGLISH LANGUAGE ARTS PROGRAM - INTERMEDIATE DIVISION

CITY OF LONDON SCHOOLS

R. D. Latimer
Program Consultant (English), Ministry of Education

Visits were made to two elementary "feeder" schools and one secondary school in four areas of the city. Some classroom visits were made, but generally it was more satisfactory to talk to teachers at times when they could be free from their classroom duties.

In any attempt to find a common pattern of development in the English program, it is essential to recognize that environmental factors in terms of socio-economic levels as well as parents', teachers' and students' expectations will provide a wide range of offerings and of performance within one school system.

From discussions with approximately forty-six elementary school teachers and principals and twenty-two secondary school personnel, it is possible to isolate several recurring comments which indicate a commonality of students' strengths as well as weaknesses in response to the existing Language Arts programs.

It is interesting to note that few of the people interviewed complained that they were unable to reach their stated goals in student achievement because materials or equipment were not available. Nor was there evidence of fault-finding in relation to the teaching that students had received at an earlier grade level. Indeed, most teachers interviewed indicated that they were prepared to take students "where they are" and provide a program consistent with their needs.

Several respondents who work with students whose aptitudes and interests mark them as non-academic were convinced that the substance of the program was of less importance than the social values to be gained from exposure to it. One strong point was made that while lip-service might be paid to the basic importance of a vigorous Language Arts program, the incursion of electives, oral French, physical education, shops and home economics, guidance, and music - all valid in their own right - had so diluted the time available in the elementary school for English that a full, meaningful program was impossible to achieve.

In addition to the previous observation, it is self-evident that while in the secondary school courses in English are taught almost exclusively by persons who have considerable background - including specialization - in the subject, there are many elementary teachers involved in the Language Arts program whose academic interests and qualifications are in

subject areas other than English. Such an observation does not call into question the ability of these teachers to provide instruction in Language Arts, but it does indicate that there will be a wide variety in the content of the programs and the enthusiasm and singleness of purpose with which they will be presented.

On the other hand there is a valuable advantage for the teacher with a core program who can integrate the aspects of a Language Arts program into more than one subject area. The leadership that the teacher can give in oral work, in reading related to subjects other than literature, to organization skills, and to proficiency in note-making, helps to enlarge the students' ability to apply the skills of English to other areas of the curriculum.

If curriculum direction at the Ministry level moves toward the establishment of core subjects in the Intermediate Division, and if the Language Arts form a part of that core, some of the concerns over diminished time for English and the apparent absence of sufficient emphasis on skills development may be overcome.

The following comments by teachers are arranged at present grade levels so that examination of specific needs may be easier.

GRADE 7

Strengths Noted by Teachers

- Generally good capability in oral work but encouragement to develop self-confidence is needed.
- Good response to a classroom drama approach were it is possible.
- Some evidence of enjoyment in reading.
- Abler students show the beginning of an ability to see boyond literal meanings in literature.
- Will still make an emotional response to poetry especially.

Weaknesses Noted

- Deficient in vocabulary skills; paucity of vccabulary; lack of precision in usage.
- Written work is inferior in quality to oral response.
- Research activities become copying exercises with little attempt to apply research information to the project.
- Oral reading is generally poor.
- Considerable motivation for writing must be supplied.
- Failure to recognize the pattern of sentence development.
- Lack of concern for organization; spelling, penmanship.

GRADE 8

Strengths Noted

- Some maturity is developing in listening and speaking skills.
- Students will be specific in answers once a pattern is developed.
- Participate well in discussions.
- Show some enjoyment in reading; fairly close to their grade level in measured skills of reading.
- Evincing some imaginative and creative ability in written work (balanced by the comment on weakness in vocabulary, sentence construction).

Weaknesses Noted

- Written work is imaginative but sentence structure and usage are weak.
- Vocabulary skills are weak.
- Often unwilling to revise their writing; beginning to develop resistance to written work.
- Prone to make sweeping generalizations in both oral and written communication.
- Evidence of some reluctance to share their response, especially an emotional one, with their peers.
- Show resistance to and dislike for material from the basal reader.

Comment varies on students' response to the teaching of grammar at Grade 8 level. Some teachers feel there is a strong need to develop a grammar response; others sense that their students are highly resistant to formal grammar and while they admit the students' lack of knowledge of structural forms and of terminology, they feel that to present these in a didactic way frustrates the students as well as the teacher.

When teachers are presented with the idea that it is possible to teach the necessary grammar in a form that relates it directly to conventional patterns of standard English in both speech and writing, that is, in a functional way, they feel reassured. The main concerns appear to be those of terminology and detailed analysis. If a structural or pattern approach can be followed in grades 7 and 8, it seems possible that there can be more likelihood of response to terminology in grade 9 and 10. Recent research from Britain indicates that students do not comprehend the more formal approach to grammar until the age of 14 or later.

Perhaps teachers at the Secondary level will have to accept a minimal amount of knowledge of grammar in their grade 9 students and devise a program related to the students' needs and ability to respond rather than merely dismissing incoming students as incompetent in their knowledge of both terminology and function.

GRADE 9

Strengths Noted

- Generally articulate, adequate vocabulary.
- Fairly good in creative writing.
- Respond well to adequate motivation.
- Most can keep pace in reading assignments.
- Willing to engage in discussion.
- Transfer discussions in literature to life situations well.
- Express opinions freely and openly.
- Participate cooperatively in dramatization.
- Enjoy project work.
- Have adequate reading abilities (with some exceptions).
- Respond well to literature which helps develop attitudes.

Weaknesses Noted

- Writing ability does not match oral competence.
- Paucity of vocabulary results in lack of precision, finesse.
- Do not carry instruction in grammar, spelling, usage or structure into their written work.
- Lack note-taking and organization skills.
- Prone to generalizations and emotional rather than logical response.
- Resistant to constructive criticism of their oral or written expression.
- Do not appear to have a respect for language.
- Unable to recognize errors in their own work.

GRADE 10

Strengths Noted

Most of the comments concerning grade 9 were repeated. In addition:

- Some improvement in supplying evidence.
- Answers in written form are expanded over previous level.
- Greater willingness to keep discussion on topic.
- Improvement in reasoning power, making inferences, drawing conclusions.
- More controlled approach to story writing.
- Respond to a "game" approach to listening skills.

Weaknesses Noted

- Miss details in oral instructions.
- Need specific outlines of methods of answering in written assignments.
- Reluctant to supply adequate information in written answers.
- Still reveal difficulties in organizing sentence patterns.
- Need further emphasis on mechanics, usage, patterns.

Teachers' answers to a question about students' attitudes to English varied. Some felt their classes responded well and showed enjoyment where reading, discussion, dramatization, projects and other involvement were the topics. When the application to writing was required, students were reluctant to respond until a high degree of motivation was provided. Revising written exercises, word study and spelling, grammar, precise response and supplying supporting evidence appeared to be unpopular and poorly executed.

CONSENSUS IN TEACHERS' GENERAL REMARKS

It was evident that many teachers felt the pressure of having too many things that needed to be done in the area of improving communications skills.

The general improvement in students' oral work is not reflected in their writing. Some lack of assurance was evident about ways in which writing might be improved. In grades 9 and 10 the strip timetable and the increase in the number of classes assigned to the teacher of English have contributed to an emphasis on the teaching of more literature and generally less composition as one method of reducing the marking load. Yet most teachers admitted that they felt they would like to be able to spend more time developing writing proficiency in their students.

"Language experience" programs in students' backgrounds do not seem to have generated improvement in vocabulary skills. General comment indicated paucity of vocabulary resource in the students in the Intermediate grades. Whether a return to more formal methods of word study is a solution to this lack of vocabulary is difficult to say, but many teachers are giving thought to emphasizing vocabulary skill throughout their programs.

Inability to organize response in both written and oral form would indicate that within the 7-10 grade span either students have difficulties in this phase of the work unforeseen by teachers or that insufficient follow-up to student assignments is arranged.

The frequent reference to lack of listening skills is indicative of a need for more than passing acknowledgement that listening as a skill needs to be included as a valid part of the overall communications program.

Reading proficiency was frequently mentioned at the grade 7-8 level as being a major concern; in 9-10 teachers feel that many students are reading at or near the grade level. Perhaps the figures on watching television are supportive of the belief that as the student begins to discriminate with growing maturity about what he watches, his reading interests develop. According to Education Service Bulletin Vol. 1. No. 9 (1971) 40% of grade six pupils watch at least 20 hours per week of television;

by grade thirteen, only 7% spend that amount of time. Less than 4 hours per week of television viewing was reported by 32% of grade thirteen students.

To look at the weaknesses only in students as reported by teacher-respondents is to give an unrealistic picture of student abilities in English. Certainly there are indications from most of those interviewed that students can and do respond in language applications to oral and written assignments, to reading, and to listening and response skills.

It is necessary, it seems to me, in view of the mainly heterogeneous groupings in most English classes to recognize the wide differences in students' motivation, background, expectations and capabilities and to realize that it will be impossible for all students to reach the same standards of achievement at either the grade or age level.

CONCLUSIONS

What develops clearly from my visits to classrooms and my discussions with teachers is first, that more emphasis is necessary on some fundamental skills. This can be achieved through the different methods of newer presentation which have evolved. Second that if development of competence in writing is a valid expectation, then obviously more time will have to be provided for students to engage in writing. Third, that while physical and emotional development of many children in the Intermediate Division may appear mature, their experience in responding to the forms and conventions of language use is not.

When the information of this report and the results of the questionnaire submitted to a group of teachers in the London schools are compared, I would assume that some common pattern of response to recognized weaknesses, strengths and needs would emerge.

Should the English Committee decide to prepare a Guideline in English for the Intermediate grades in London schools, it can incorporate those items that appear to need reinforcement at specific grade levels. It should be clear, however, that the factors of environment, motivation and capability will make it difficult for all students to absorb or respond equally to the material presented at a particular level so that continuing reinforcement of basic skills performance will need to take place.

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